Main Criteria: Structure and Style for Students

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 4

Structure and Style for Students

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

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

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WY.RI.4. Reading Standards for Informational Text

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

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

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

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

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

CONTENT

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

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GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-22
		Wyoming Content and Performance Standards Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

EXAMPLE

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EXPECTATION

WY.RI.4. Reading Standards for Informational Text

STANDARD		
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT ST ANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
BENCHMARK GRADE LEVEL EXAMPLE	W.4.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL	W.4.9. W.4.9(b)	
GRADE LEVEL EXAMPLE	W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
GRADE LEVEL EXAMPLE EXPECTATION CONTENT	W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD	W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL	L.4.3.	
GRADE LEVEL EXAMPLE		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXAMPLE EXPECTATION	L.4.3(a)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	L.4.3(a)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	L.4.3(a)	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Language Standards
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	L.4.3(a) L.4.3(c) WY.L.4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
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Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

STANDARD		
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT ST ANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.

EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
BENCHMARK GRADE LEVEL EXAMPLE	W.4.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL	W.4.9 .	
GRADE LEVEL EXAMPLE	W.4.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or
GRADE LEVEL EXAMPLE EXPECTATION CONTENT	W.4.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD	W.4.9(a)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). Writing Standards
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EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.

EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

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

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

GRADE LEVEL

EXAMPLE

L.4.6.

WY.RL.4. Reading Standards for Literature

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT	WY.RL.4.	Reading Standards for Literature

STANDARD

WY.RL.4. Reading Standards for Literature

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

CONTENT **STANDARD**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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GRADE LEVEL EXAMPLE

W.4.9.

WY.RF.4. Reading Standards: Foundational Skills

STANDAND		
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD

WY.L.4. Language Standards

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

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

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
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BENCHMARK		Range of Reading and Level of Text Complexity
	RI.4.10.	Range of Reading and Level of Text Complexity 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.
BENCHMARK GRADE LEVEL		By the end of year, read and comprehend informational texts, including history/social studies, science, and technical
BENCHMARK GRADE LEVEL EXAMPLE CONTENT		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.
GRADE LEVEL EXAMPLE CONTENT STANDARD		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. Reading Standards: Foundational Skills
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.RF.4.	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. Reading Standards: Foundational Skills Fluency
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	WY.RF.4. RF.4.4. RF.4.4(a)	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. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	WY.RF.4. RF.4.4(a) RF.4.4(c)	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. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	WY.RF.4. RF.4.4(a) RF.4.4(c)	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. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD	WY.RF.4. RF.4.4(a) RF.4.4(c)	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. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards

EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take note and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence t support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their ow clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.

EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vesskulawy Association and Hes
DENCHWARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL	L.4.4. L.4.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
GRADE LEVEL EXAMPLE		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.
GRADE LEVEL EXAMPLE EXPECTATION CONTENT	L.4.4(a)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including

those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic

to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

GRADE LEVEL

EXAMPLE

L.4.6.

WY.RL.4. Reading Standards for Literature

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT	WY.RL.4.	Reading Standards for Literature

STANDARD

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

CONTENT **STANDARD**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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GRADE LEVEL EXAMPLE

W.4.9.

WY.RF.4. Reading Standards: Foundational Skills

BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
		and editing.
GRADE LEVEL EXAMPLE	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.
		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
EXAMPLE CONTENT		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.
EXAMPLE CONTENT STANDARD		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. Writing Standards
CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.W.4. W.4.8.	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. Writing Standards Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; take notes
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	WY.W.4. W.4.8.	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. Writing Standards Research to Build and Present Knowledge 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.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT ST ANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

CONTENT STANDARD

WY.L.4. Language Standards

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

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

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

GRADE LEVEL EXAMPLE	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT	WY.RF.4.	Reading Standards: Foundational Skills
STANDARD		
		Fluency
STANDARD	RF.4.4.	Fluency Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL		
BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.3.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.3. W.4.3(a)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.3. W.4.3(a) W.4.3(b) W.4.3(d)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use concrete words and phrases and sensory details to convey experiences and events precisely.

GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(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	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 3: RETELLING NARRATIVE STORIES Week 8 Page 61-70
		Wyoming Content and Performance Standards Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT ST ANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT ST ANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONT	ENT
STAN	DARD

BENCHMARK

Range of Writing

WY.W.4. Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
EXPECTATION	W.4.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(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	WY.W.4.	Writing Standards

GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT ST ANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 4: SUMMARIZING A REFERENCE Week 10 Page 81-90
		Wyoming Content and Performance Standards Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details

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

BENCHMARK	Craft and Structure

GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL		
GRADE LEVEL EXAMPLE	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION EXPECTATION CONTENT STANDARD	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT CONTENT	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
	WY.L.4.	Language Standards Conventions of Standard English
STANDARD	WY.L.4.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK GRADE LEVEL EXAMPLE	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 4: SUMMARIZING A REFERENCE Week 11 Page 91-96

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT	WY.RI.4.	Reading Standards for Informational Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL		
GRADE LEVEL EXAMPLE	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION EXPECTATION CONTENT STANDARD	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT CONTENT	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
	WY.L.4.	Language Standards Conventions of Standard English
STANDARD	WY.L.4.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK GRADE LEVEL EXAMPLE	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 4: SUMMARIZING A REFERENCE Week 12 Page 97-104

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

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

STANDARD

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL		
GRADE LEVEL EXAMPLE	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION EXPECTATION CONTENT STANDARD	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT CONTENT	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
	WY.L.4.	Language Standards Conventions of Standard English
STANDARD	WY.L.4.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK GRADE LEVEL EXAMPLE	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT	WY.RI.4.	Reading Standards for Informational Text

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL		
GRADE LEVEL EXAMPLE	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION EXPECTATION CONTENT STANDARD	RF.4.4(a)	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a) RF.4.4(c) WY.W.4.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT CONTENT CONTENT	RF.4.4(a) RF.4.4(c) WY.W.4. W.4.2(a) W.4.2(b)	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.

GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
	WY.L.4.	Language Standards Conventions of Standard English
STANDARD	WY.L.4.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
BENCHMARK GRADE LEVEL EXAMPLE	L.4.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

BENCHMARK

WY.RI.4. Reading Standards for Informational Text

Craft and Structure

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT	WY.RI.4.	Reading Standards for Informational Text

GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.4.7.	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
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Wyoming Content and Performance Standards Language Arts

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CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

BENCHMARK Key Ideas and Details

GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT ST ANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.4.7.	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT ST ANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technic texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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EXPECTATION W.4.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic. CONTENT STANDARD BENCHMARK Production and Distribution of Writing GRADE LEVEL W.4.4. Produce clear and coherent writing in which the development and urganization are appropriate to task, purpose, a audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) GRADE LEVEL W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revisin and editing. GRADE LEVEL W.4.6. With some guidance and support from adults, use technology, including the internet, to produce and publish writing writing as to internet and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CONTENT STANDARD WY.W.4. Writing Standards BENCHMARK Research to Build and Present Knowledge GRADE LEVEL W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take not acitegorize information, and provide a list of sources. CONTENT STANDARD BENCHMARK Research to Build and Present Knowledge GRADE LEVEL W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. EXAMPLE W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. EXAMPLE W.4.10. Writing Standards BENCHMARK Range of Writing GRADE LEVEL W.4.10. Writing Standards BENCHMARK Range of Writing GRADE LEVEL W.4.20. Writing Standards BENCHMARK CONTENT STANDARD WY.8.4. Writing Standards BENCHMARK CONTENT STANDARD GRADE LEVEL W.4.10. Write routinely over extended time trames (time for research, reflection, and revision) and shorter time trames (a single siting or a day of two) for a range of discipline-specific tasks, purposes, and audiences. CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD CONTENT STANDARD			
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		SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT WY.L.4. Language Standards STANDARD		WY.L.4.	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
EXPECTATION	L.4.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

CONTENT
STANDARD

BENCHMARK

Fluency

WY.RL.4. Reading Standards for Literature

STANDARD		Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT ST ANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL	51.4.4	
EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
CONTENT STANDARD		
CONTENT		topic or subject area.
CONTENT STANDARD		topic or subject area. Reading Standards for Informational Text
CONTENT STANDARD BENCHMARK GRADE LEVEL	WY.RI.4. RI.4.8.	Reading Standards for Informational Text Integration of Knowledge and Ideas
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	WY.RI.4. RI.4.8.	Reading Standards for Informational Text Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text.
CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD	WY.RI.4. RI.4.8.	Reading Standards for Informational Text Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text. Reading Standards for Informational Text

GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(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].").
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
		spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION EXPECTATION	L.4.2(a)	
		Use correct capitalization.
EXPECTATION CONTENT	L.4.2(d)	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION CONTENT STANDARD	L.4.2(d)	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	L.4.2(d) WY.L.4.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
EXPECTATION CONTENT ST AND ARD BENCHMARK GRADE LEVEL EXAMPLE	L.4.2(d) WY.L.4.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.4.2(d) WY.L.4. L.4.3.	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	L.4.2(d) WY.L.4. L.4.3(a) L.4.3(b)	Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect.

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

WY.L.4. Language Standards

STANDARD	
BENCHMARK	Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 5: WRITING FROM PICTURES Week 16 Page 131-138
		Wyoming Content and Performance Standards
		Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
CONTENT STANDARD	WY.RL.4.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

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

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

CONTENT WY.W.4. Writing Standards STANDARD

EXPECTATION

EXPECTATION

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(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	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

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

BENCHMARK Craft and Structure

GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXAMPLE	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
	WY.RF.4.	Reading Standards: Foundational Skills Fluency
STANDARD	WY.RF.4.	
STANDARD BENCHMARK GRADE LEVEL	RF.4.4.	Fluency
BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4 .	Fluency Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	RF.4.4 .	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	RF.4.4(a)	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	RF.4.4(a)	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	RF.4.4(a) RF.4.4(c) WY.W.4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	RF.4.4(a) RF.4.4(c) WY.W.4.	Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g.,

EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
BENCHMARK GRADE LEVEL EXAMPLE	W.4.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research.
GRADE LEVEL	W.4.9. W.4.9(b)	
GRADE LEVEL EXAMPLE	W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
GRADE LEVEL EXAMPLE EXPECTATION CONTENT	W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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").
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD	W.4.9(b)	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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.
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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. Speaking and Listening Standards
GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE	W.4.9(b) WY.W.4. W.4.10.	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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"). Writing Standards Range of Writing 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. Speaking and Listening Standards Comprehension and Collaboration 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

EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red smabag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.

EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160
		Wyoming Content and Performance Standards Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
GRADE LEVEL EXAMPLE	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CONTENT STANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CONTENT STANDARD

BENCHMARK

WY.RI.4. Reading Standards for Informational Text

Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXAMPLE	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CONTENT ST ANDARD	WY.RI.4.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	W.4.2(b)	
EXPECTATION CONTENT	W.4.2(d)	
EXPECTATION EXPECTATION CONTENT ST ANDARD BENCHMARK	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION CONTENT ST ANDARD	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards

GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
	WY.L.4.	Language Standards Conventions of Standard English
STANDARD	WY.L.4.	
STANDARD BENCHMARK GRADE LEVEL		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
BENCHMARK GRADE LEVEL EXAMPLE	L.4.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.4.2. L.4.2(a)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	L.4.2(a) L.4.2(d)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT STANDARD	L.4.2(a) L.4.2(d)	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL	L.4.2(a) L.4.2(d) WY.L.4.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language

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

CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

CONT	ENT
STAN	DARD

WY.L.4. Language Standards

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

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

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

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.6.	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	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.
GRADE LEVEL EXAMPLE	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE LEVEL EXAMPLE	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CONTENT STANDARD

WY.RI.4. Reading Standards for Informational Text

BENCHMARK Range of Reading and Level of Text Complexity	
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GRADE LEVEL EXAMPLE	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.RF.4.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding.
EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT ST ANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL EXAMPLE	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.4.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	SL.4.1(c)	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 20 Page 171-176
		Wyoming Content and Performance Standards
		Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.W.4.	Writing Standards

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

BENCHMARK

GRADE LEVEL EXAMPLE

W.4.2.

Text Types and Purposes

EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT	WY.L.4.	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Text Types and Purposes

BENCHMARK

GRADE LEVEL

EXAMPLE

W.4.3.

EXPECTATION	W.4.3(a)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	W.4.3(b)	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	W.4.3(d)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 22 Page 181-188

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Grade 4 - Adopted: 2012

CONTENT
STANDARD

WY.W.4. Writing Standards

STANDARD		
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
		UNIT 7: INVENTIVE WRITING Week 23 Page 189-198
		Wyoming Content and Performance Standards Language Arts Grade 4 - Adopted: 2012
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT ST ANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
BENCHMARK GRADE LEVEL EXAMPLE	L.4.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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GRADE LEVEL EXAMPLE		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXAMPLE EXPECTATION	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization.
GRADE LEVEL EXAMPLE EXPECTATION EXPECTATION CONTENT	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed.
EXPECTATION EXPECTATION CONTENT STANDARD	L.4.2(a)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
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GRADE LEVEL EXAMPLE EXPECTATION CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE EXPECTATION	L.4.2(d) WY.L.4. L.4.3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely.
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Wyoming Content and Performance Standards Language Arts

Grade 4 - Adopted: 2012

CONTENT
STANDARD

BENCHMARK

Conventions of Standard English

WY.W.4. Writing Standards

STANDARD		
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
GRADE LEVEL EXAMPLE	W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CONTENT STANDARD	WY.W.4.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.4.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT STANDARD	WY.L.4.	Language Standards

GRADE LEVEL EXAMPLE	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.4.1(d)	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
EXPECTATION	L.4.1(e)	Form and use prepositional phrases.
EXPECTATION	L.4.1(f)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.4.2(a)	Use correct capitalization.
EXPECTATION	L.4.2(d)	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely.
EXPECTATION	L.4.3(b)	Choose punctuation for effect.
CONTENT STANDARD	WY.L.4.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).