

Main Criteria: Discoveries in Writing

Secondary Criteria: Kentucky Academic Standards

Subject: Language Arts

Grade: 4

Discoveries in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 4

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 02: Unit 2 Writing from Notes, p. 19-26

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
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STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.
STRAND	Reading Standards for Informational Text—Grade 4	
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.
STRAND	Reading Standards for Informational Text—Grade 4	
CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
STRAND	Reading Standards for Informational Text—Grade 4	
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
STRAND	Reading Standards for Informational Text—Grade 4	
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND	Composition—Grade 4	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
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INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
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INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
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INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
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INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.4.2.g.	Provide a concluding section.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
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INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND**Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION**C.4.7.**

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR**L.4.2.a.**

Demonstrate appropriate use of capitalization rules.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR**L.4.3.a.**

Choose words and phrases to convey ideas precisely.

INDICATOR**L.4.3.b.**

Choose punctuation for effect.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR**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.

INDICATOR**L.4.4.d.**

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Kentucky Academic Standards**Language Arts**

STRAND			Reading Foundational Skills—Grade 4			
CATEGORY / GOAL		Fluency				
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.				
EXPECTATION	RF.4.4.a.	Read grade-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.				
STRAND			Reading Standards for Informational Text—Grade 4			
CATEGORY / GOAL		Key Ideas and Details				
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.				
EXPECTATION	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.				
STRAND			Reading Standards for Informational Text—Grade 4			
CATEGORY / GOAL		Key Ideas and Details				
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.				
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.				
STRAND			Reading Standards for Informational Text—Grade 4			
CATEGORY / GOAL		Craft and Structure				
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.				
EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.				
STRAND			Reading Standards for Informational Text—Grade 4			
CATEGORY / GOAL		Range of Reading and Level of Text Complexity				
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.				
EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.				

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
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INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
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INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.4.2.g.	Provide a concluding section.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Kentucky Academic Standards**Language Arts****Grade 4 - Adopted: 2019****STRAND** **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.

EXPECTATION RF.4.4.a. Read grade-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.

STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION 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.

STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.4.2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	G.P.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND Composition—Grade 4		
CATEGORY / GOAL		
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND Composition—Grade 4		
CATEGORY / GOAL		
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND Composition—Grade 4		
CATEGORY / GOAL		

STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND Language—Grade 4

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND Language—Grade 4

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND Language—Grade 4

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.

EXPECTATION RF.4.4.a. Read grade-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.

STRAND **Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION 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.

STRAND **Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION RL.4.3. Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

STRAND **Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	G.P.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
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INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
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INDICATOR	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
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INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
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Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Kentucky Academic Standards

Language Arts

STRAND Composition—Grade 4		
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND Composition—Grade 4		
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND Composition—Grade 4		
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.

INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GPL.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GPL.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Kentucky Academic Standards**Language Arts****Grade 4 - Adopted: 2019****STRAND****Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.

STRAND**Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND**Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
EXPECTATION	RL.4.2.	Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.

STRAND**Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.3	Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text.
EXPECTATION	RL.4.3.	Describe in depth a character's thoughts, words and/or actions, the setting or event(s) in a story or drama, drawing on specific details to analyze their interaction over the course of the text.

STRAND**Reading Standards for Literature—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex literary texts independently and proficiently.

EXPECTATION	RL.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
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STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
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INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
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INDICATOR	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
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INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GPL.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.
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INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
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Lesson 08: Unit 3 Retelling Narrative Stories, p. 59-64

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.

INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
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Lesson 09: Unit 4 Summarizing a Reference, p. 65-74

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.

EXPECTATION	RF.4.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
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STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION

RI.4.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.

INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Lesson 10: Unit 4 Summarizing a Reference, p. 75-82

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.

STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION

RI.4.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR

C.4.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR

C.4.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

Category / Goal		Text Types and Purposes
Standard / Organizer	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Expectation	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
Indicator	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
Indicator	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

Category / Goal		Range of Writing
Standard / Organizer	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.4.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 4

Category / Goal		Conventions of Standard English
Standard / Organizer	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
Expectation	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
STRAND		Language—Grade 4
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
STRAND		Language—Grade 4
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
STRAND		Language—Grade 4
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
Lesson 11: Unit 4 Summarizing a Reference, p. 83-92		
Kentucky Academic Standards		
Language Arts		
Grade 4 - Adopted: 2019		
STRAND		Reading Foundational Skills—Grade 4
CATEGORY / GOAL		Fluency

STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
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EXPECTATION	RF.4.4.a.	Read grade-level text with purpose and understanding.
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EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	G.P.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	G.P.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
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INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
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INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
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INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
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INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.4.2.g.	Provide a concluding section.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
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EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
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INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND**Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION

C.4.7.

Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR

L.4.2.a.

Demonstrate appropriate use of capitalization rules.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR

L.4.3.a.

Choose words and phrases to convey ideas precisely.

INDICATOR

L.4.3.b.

Choose punctuation for effect.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR

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.

INDICATOR

L.4.4.d.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Lesson 12: Unit 4 Summarizing a Reference, p. 93-102

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND Reading Foundational Skills—Grade 4

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	G.P.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	G.P.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
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INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
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INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND	Composition—Grade 4	
CATEGORY / GOAL	Range of Writing	
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND	Language—Grade 4	
CATEGORY / GOAL	Conventions of Standard English	
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
STRAND	Language—Grade 4	
CATEGORY / GOAL	Conventions of Standard English	
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
STRAND	Language—Grade 4	
CATEGORY / GOAL	Knowledge of Language	

STANDARD / ORGANIZER	GPL.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Lesson 13: Unit 4 Summarizing a Reference, p. 103-112

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.
EXPECTATION	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.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.

INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.
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Lesson 14: Unit 5 Writing from Pictures, p. 113-118

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Language Arts

Grade 4 - Adopted: 2019

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
STRAND		Language—Grade 4
CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.

INDICATOR	L.4.3.c.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
STRAND		Language—Grade 4
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.

INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
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Language Arts

Grade 4 - Adopted: 2019

INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

INDICATOR	C.4.1.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND		Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes

STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

Category / Goal		Text Types and Purposes
Standard / Organizer	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Expectation	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
Indicator	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
Indicator	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
Indicator	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
Indicator	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
Indicator	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.
Indicator	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.4.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 4

CATEGORY / GOAL	Conventions of Standard English
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STANDARD / ORGANIZER	GPL.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GPL.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR L.4.2.a. Demonstrate appropriate use of capitalization rules.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GPL.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

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Language Arts

Grade 4 - Adopted: 2019

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 17: Unit 5 Writing from Pictures, p. 129-134

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND			Composition—Grade 4
CATEGORY / GOAL			Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.	
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	
STRAND			Composition—Grade 4
CATEGORY / GOAL			Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.	
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	
STRAND			Composition—Grade 4
CATEGORY / GOAL			Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.	

EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.b.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that reflects linear, nonlinear or circular structure.
INDICATOR	C.4.3.d.	Use a variety of conjunctions and transitional words and phrases to manage the sequence of events.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	C.4.3.f.	Provide a conclusion that follows the narrated experiences or events.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 18: Unit 6 Summarizing Multiple References, p. 135-142

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND	Composition—Grade 4	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

STRAND

Language—Grade 4

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Kentucky Academic Standards**Language Arts****Grade 4 - Adopted: 2019**

STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND	Composition—Grade 4	
CATEGORY / GOAL	Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND	Composition—Grade 4	

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 20: Unit 6 Summarizing Multiple References, p. 149-162

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND	Reading Foundational Skills—Grade 4		
CATEGORY / GOAL		Fluency	
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.	
EXPECTATION	RF.4.4.a.	Read grade-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.	
STRAND	Reading Standards for Informational Text—Grade 4		
CATEGORY / GOAL		Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	
EXPECTATION	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.	
STRAND	Reading Standards for Informational Text—Grade 4		
CATEGORY / GOAL		Key Ideas and Details	
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.	
EXPECTATION	RI.4.2.	Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.	

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION

RI.4.4.

Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

STRAND**Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION

RI.4.10.

By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 21: Unit 6 Summarizing Multiple References, p. 163-170

Kentucky Academic Standards**Language Arts**

STRAND Composition—Grade 4		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND Composition—Grade 4		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
STRAND Composition—Grade 4		
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.

EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
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INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:
INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 22: Unit 6 Summarizing Multiple References, p. 171-184

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STRAND Reading Foundational Skills—Grade 4

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION	RF.4.4.a.	Read grade-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.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION 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.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.4.2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Craft and Structure
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STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.
STRAND	Reading Standards for Informational Text—Grade 4	
CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
EXPECTATION	RI.4.10.	By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
STRAND	Composition—Grade 4	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	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.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Kentucky Academic Standards**Language Arts****Grade 4 - Adopted: 2019**

STRAND			Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.	
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	
STRAND			Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes	
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.	
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.	
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.	
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.	
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.	
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
INDICATOR	C.4.2.g.	Provide a concluding section.	
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.	
STRAND			Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR L.4.2.a. Demonstrate appropriate use of capitalization rules.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.
INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.

INDICATOR	L.4.3.b.	Choose punctuation for effect.
STRAND	Language—Grade 4	
CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 24: Unit 7 Inventive Writing, p. 191-196

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Grade 4 - Adopted: 2019

STRAND	Composition—Grade 4	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND	Composition—Grade 4	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND	Composition—Grade 4	
CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR	L.4.4.b.	Use common affixes and roots as clues to the meaning of a word.
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INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.
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Lesson 25: Unit 7 Inventive Writing, p. 197-202

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
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INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
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INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
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INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
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INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	C.4.2.g.	Provide a concluding section.
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INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
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INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
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INDICATOR	L.4.3.b.	Choose punctuation for effect.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
INDICATOR	L.4.5.c.	Demonstrate understanding of words by relating them to their synonyms and antonyms.

Lesson 26: Unit 7 Inventive Writing, p. 203-210

Kentucky Academic Standards

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Grade 4 - Adopted: 2019

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND**Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.

INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.4.3.a. Choose words and phrases to convey ideas precisely.

INDICATOR L.4.3.b. Choose punctuation for effect.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 27: Unit 7 Inventive Writing, p. 211-218

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR C.4.2.c. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.

INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR	L.4.2.a.	Demonstrate appropriate use of capitalization rules.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.4.3.b. Choose punctuation for effect.

STRAND Language—Grade 4

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR L.4.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

STRAND Language—Grade 4

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GPL.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.4.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

INDICATOR L.4.5.c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

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Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.

INDICATOR C.4.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

INDICATOR C.4.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
INDICATOR	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	C.4.2.g.	Provide a concluding section.
INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
INDICATOR	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND Language—Grade 4

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GPL.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.
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INDICATOR L.4.1.d. Order adjectives within sentences according to conventional patterns.

STRAND Language—Grade 4

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR L.4.2.a. Demonstrate appropriate use of capitalization rules.

STRAND Language—Grade 4

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.4.3.a. Choose words and phrases to convey ideas precisely.

INDICATOR L.4.3.b. Choose punctuation for effect.

STRAND Language—Grade 4

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR L.4.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

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Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
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INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.

INDICATOR	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR	C.4.3.g.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
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STRAND **Composition—Grade 4**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.
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STRAND **Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
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STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR L.4.2.a. Demonstrate appropriate use of capitalization rules.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.4.3.b. Choose punctuation for effect.

STRAND **Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.
INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.

Lesson 30: Unit 7 Inventive Writing, p. 235-239

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND **Composition—Grade 4**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.4.1.	Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.
INDICATOR	C.4.1.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
INDICATOR	C.4.1.f.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND **Composition—Grade 4**

Category / Goal	Text Types and Purposes	
Standard / Organizer	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
Expectation	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
Indicator	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
Indicator	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension.
Indicator	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
Indicator	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences.
Indicator	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs.
Indicator	C.4.2.f.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Indicator	C.4.2.g.	Provide a concluding section.
Indicator	C.4.2.h.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

STRAND Composition—Grade 4

Category / Goal		Text Types and Purposes
Standard / Organizer	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
Expectation	C.4.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.
Indicator	C.4.3.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

STRAND Composition—Grade 4

Category / Goal		Range of Writing
Standard / Organizer	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
Expectation	C.4.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.1	Students will demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
EXPECTATION	L.4.1.	When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.

INDICATOR L.4.1.d. Order adjectives within sentences according to conventional patterns.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Conventions of Standard English
STANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
EXPECTATION	L.4.2.	When writing:

INDICATOR L.4.2.a. Demonstrate appropriate use of capitalization rules.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EXPECTATION	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading or listening.

INDICATOR L.4.3.a. Choose words and phrases to convey ideas precisely.

INDICATOR L.4.3.b. Choose punctuation for effect.

STRAND**Language—Grade 4**

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	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 an array of strategies.

INDICATOR L.4.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic.