Structure and Style for Students

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

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		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.5**	**Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.**

EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.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.

STRAND	**Composition—Grade 4**

CATEGORY / GOAL		**Research to Build and Present Knowledge**

STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-22

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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND   **Composition—Grade 4**

CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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		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.

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.

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

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.

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		**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	RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

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

CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.5**	**Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.**
EXPECTATION	RL.4.5.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

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.

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.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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.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.

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

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		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	RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.5**	**Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.**

EXPECTATION	RL.4.5.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

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.

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.

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

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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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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.

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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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.

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		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 | RL.4.4. | Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning. |

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

CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.5**	**Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.**

| EXPECTATION | RL.4.5. | Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures. |

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. |

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.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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		**Production and Distribution**
STANDARD / ORGANIZER	GP.W.4	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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

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		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	RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.4.5.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

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.

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.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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		**Production and Distribution**
STANDARD / ORGANIZER	GP.W.4	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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

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		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	RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including but not limited to figurative language such as metaphors and similes, and describe and explain how those words and phrases shape meaning.

STRAND		Reading Standards for Literature—Grade 4
CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RL.4.5.	Analyze the overall structure, in a text or part of the text, the author uses in poems, stories and dramas, including but not limited to linear, nonlinear and circular structures.

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.

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.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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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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		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.5**	**Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.**
EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.b.	Use common affixes and roots as clues to the meaning of a word.
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		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.

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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		Research to Build and Present Knowledge

STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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		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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.
EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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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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.

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.

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.

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		Research to Build and Present Knowledge

STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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		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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		Production and Distribution

STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.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.

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

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.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.

UNIT 5: WRITING FROM PICTURES Week 15 Page 125-130

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.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.

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.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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.

INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.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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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.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.

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.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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.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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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. |

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. |

CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.5**	**Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.**

| EXPECTATION | RI.4.5. | Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information. |

CATEGORY / GOAL		**Craft and Structure**
STANDARD / ORGANIZER	**GP.R.6**	**Students will analyze how point of view, perspective and purpose shape the content and style of a text.**

| EXPECTATION | RI.4.6. | Compare/contrast a firsthand and secondhand account of the same event or topic. |

CATEGORY / GOAL		**Integration of Knowledge and Ideas**
STANDARD / ORGANIZER	**GP.R.9**	**Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

| EXPECTATION | RI.4.9. | Integrate information from two or more texts on the same theme or topic. |

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. |

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.

EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.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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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		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

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

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.

EXPECTATION	RI.4.6.	Compare/contrast a firsthand and secondhand account of the same event or topic.

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

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

EXPECTATION	RI.4.9.	Integrate information from two or more texts on the same theme or topic.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**
EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.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	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.

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.5	Students will analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text relate to each other and the whole.

EXPECTATION	RI.4.5.	Describe the overall structure, in a text or part of the text, the author uses to organize the events, ideas, concepts or information.

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.6	Students will analyze how point of view, perspective and purpose shape the content and style of a text.

EXPECTATION	RI.4.6.	Compare/contrast a firsthand and secondhand account of the same event or topic.

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.9	Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

EXPECTATION	RI.4.9.	Integrate information from two or more texts on the same theme or topic.

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.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

STRAND		Composition—Grade 4
CATEGORY / GOAL		**Research to Build and Present Knowledge**
STANDARD / ORGANIZER	**GP.W.6**	**Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.**

EXPECTATION	C.4.6.	Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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.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		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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		**Production and Distribution**
STANDARD / ORGANIZER	GP.W.4	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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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.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.c.	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
INDICATOR	C.4.3.e.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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		Production and Distribution
STANDARD / ORGANIZER	GP.W.4	Students will use digital resources to create and publish products as well as to interact and collaborate with others.
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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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.

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.f.	Use precise language and domain-specific vocabulary to inform about or explain 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.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		**Production and Distribution**
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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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.

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.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		**Production and Distribution**
STANDARD / ORGANIZER	GP.W.4	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.

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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.

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.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		Production and Distribution
STANDARD / ORGANIZER	**GP.W.4**	**Students will use digital resources to create and publish products as well as to interact and collaborate with others.**
EXPECTATION	C.4.4.	With some guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

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.