## Main Criteria: Structure and Style for Students Secondary Criteria: Kentucky Academic Standards Subject: Language Arts

## Grade: 4

## 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
ST ANDARD / 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
ST ANDARD / 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.

portions of the text relate to each other and the whole.

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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
ST ANDARD / 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,

analyze grade-level appropriate, complex informational texts independently and proficiently.

inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and

## STRAND Composition—Grade 4

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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,

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editing and rewriting.

Composition—Grade 4

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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

ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

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

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CATEGORY/ GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / ORGANIZER	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.

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Reading Standards for Informational Text—Grade 4

CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
ST ANDARD / 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,

## STRAND Composition—Grade 4

editing and rewriting.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

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 <i>I</i> 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 <i>I</i> GOAL		Fluency
ST ANDARD / 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
ST ANDARD / 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.

Reading Standards for Literature—Grade 4

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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.

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Reading Standards for Literature—Grade 4

CATEGORY/ GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
ST ANDARD / ORGANIZER	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
ST ANDARD / 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.
EXPECT AT ION	<b>C.4.2.</b> C.4.2.a.	
		and convey ideas and information clearly.

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

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STRAND

Language—Grade 4

CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / 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 <i> </i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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.

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.

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

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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
ST ANDARD / ORGANIZER	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.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences

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EXPECTATION

RL.4.1.

from the text.

Reading Standards for Literature—Grade 4

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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
ST ANDARD / 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 <i> </i> 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 <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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 <i>I</i> 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,

## STRAND Composition—Grade 4

editing and rewriting.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / 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
ST ANDARD / 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 5 Page 39-46

## Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

## STRAND

Reading Foundational Skills—Grade 4

CATEGORY <i>I</i> GOAL		Fluency
ST ANDARD / 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
ST ANDARD / 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 /		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 <i>I</i> GOAL		Craft and Structure
ST ANDARD / 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 <i>I</i> 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 <i> </i> 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 <i>I</i> 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

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

audience.

CATEGORY/ GOAL	Text Types and Purposes
STANDARD / ORGANIZER	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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

STRAND Composition—Grade 4

Composition O

CATEGORY <i>I</i> GOAL		Range of Writing
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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.

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 6 Page 47-52

## Kentucky Academic Standards

## Language Arts

## Grade 4 - Adopted: 2019

ST	RAND	

Reading Foundational Skills—Grade 4

CATEGORY/ GOAL		Fluency
ST ANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.
EXPECTATION F	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 <i>I</i> GOAL	Key Ideas and Details
ST ANDARD / ORGANIZER	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.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences

#### STRAND

EXPECTATION

RL.4.1.

from the text.

Reading Standards for Literature—Grade 4

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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
ST ANDARD / 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 <i> </i> 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 <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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 <i>I</i> 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,

## STRAND Composition—Grade 4

editing and rewriting.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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

CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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

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

INDICATOR L.4.4.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 <i>I</i> 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
ST ANDARD / 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 <i> </i> GOAL		Key Ideas and Details
ST ANDARD / 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 <i>I</i> GOAL		Craft and Structure
ST ANDARD / 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 <i> </i> GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / ORG ANIZER	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
ST ANDARD / ORG ANIZER	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
ST ANDARD / 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
ST ANDARD / 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.

CATEGORY/ GOAL		Range of Writing
ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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.
	1.4.0.h	

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

## STRAND

Language—Grade 4

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.	4 reading and content, choosing flexibly from an array of strategies. Use context (e.g., definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.

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

## Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

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Reading Foundational Skills—Grade 4

## CATEGORY/ GOAL

Fluency

ST ANDARD / 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

STANDARD / ORGANIZERGP.R.1Students 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.	CATEGORY/ GOAL	Key Ideas and Details

- 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	I	Key Ideas and Details
ST ANDARD / ORGANIZER	1	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.

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

**EXPECTATION** 

RL.4.2.

Reading Standards for Literature—Grade 4

CATEGORY/ GOAL		Key Ideas and Details
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / ORGANIZER	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
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> 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
ST ANDARD / 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
••••		
ST ANDARD / ORGANIZER	GP.L.2	Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.
STANDARD /		
ST ANDARD / ORGANIZER		punctuation and spelling when writing.
STANDARD / ORGANIZER EXPECTATION	L.4.2.	punctuation and spelling when writing. When writing:
ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	L.4.2.	punctuation and spelling when writing.         When writing:         Demonstrate appropriate use of capitalization rules.
ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR ST RAND CATEGORY /	L.4.2.	punctuation and spelling when writing.         When writing:         Demonstrate appropriate use of capitalization rules.         Language—Grade 4
ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR ST RAND CAT EGORY / GOAL ST ANDARD /	<b>L.4.2.</b> L.4.2.a.	punctuation and spelling when writing.         When writing:         Demonstrate appropriate use of capitalization rules.         Language—Grade 4         Knowledge of Language         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
ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER	L.4.2.a. L.4.2.a.	punctuation and spelling when writing.         When writing:         Demonstrate appropriate use of capitalization rules.         Language—Grade 4         Knowledge of Language         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.
ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION	L.4.2.a. GP.L.3	punctuation and spelling when writing.         When writing:         Demonstrate appropriate use of capitalization rules.         Language—Grade 4         Knowledge of Language         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.         Use knowledge of language and its conventions when writing, speaking, reading or listening.
ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECT AT ION INDICATOR	L.4.2.a. L.4.2.a. GP.L.3 L.4.3.a.	punctuation and spelling when writing.         When writing:         Demonstrate appropriate use of capitalization rules.         Language—Grade 4         Knowledge of Language         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.         Use knowledge of language and its conventions when writing, speaking, reading or listening.         Choose words and phrases to convey ideas precisely.

ST ANDARD / 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 4: SUMMARIZING A REFERENCE Week 10 Page 81-90

## Kentucky Academic Standards Language Arts

Grade 4 - Adopted: 2019

## STRAND

Reading Foundational Skills—Grade 4

CATEGORY/ GOAL		Fluency
ST ANDARD / 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
ST ANDARD / 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	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

ST ANDARD / ORGANIZERGP.R.4Students 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.	CATEGORY/ GOAL	Craft and Structure

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

CATEGORY/ GOAL		Craft and Structure
STANDARD / ORGANIZER		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
ST ANDARD / GP.R ORGANIZER	10 Students will read, comprehend and analyze complex informational texts independently and proficiently.

analyze grade-level appropriate, complex informational texts independently and proficiently.

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

STRAND

EXPECTATION

RI.4.10.

Composition—Grade 4

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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

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

#### STRAND Composition—Grade 4

C.4.2.h.

CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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,

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 <i>I</i> GOAL		Production and Distribution
ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Conventions of Standard English
ST ANDARD / 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

Demonstrate appropriate use of capitalization rules.

## STRAND Language—Grade 4

L.4.2.a.

CATEGORY <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / ORG ANIZER	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.

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

Kentucky Academic Standards Language Arts

Grade 4 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 4
CATEGORY/ GOAL		Fluency
ST ANDARD / 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 /		Key Ideas and Details

GOAL	
ST ANDARD / ORGANIZER	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 / Key Ideas and Details GOAL STANDARD / GP.R.2 Students will determine central ideas of a text and analyze their development; cite specific textual ORGANIZER 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 / Craft and Structure GOAL STANDARD / GPR4 Students will interpret words and phrases as they are used in a text, including determining technical, ORGANIZER 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 / Craft and Structure GOAL STANDARD / GP.R.5 Students will analyze the structure of texts, including how specific sentences, paragraphs and larger ORGANIZER portions of the text relate to each other and the whole. **EXPECTATION** RI4.5 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 / Range of Reading and Level of Text Complexity GOAL STANDARD / GP.R.10 Students will read, comprehend and analyze complex informational texts independently and ORGANIZER 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 / Text Types and Purposes GOAL STANDARD / GPW1 Students will compose arguments to support claims in an analysis of substantive topics or texts, ORGANIZER 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 <i>I</i> 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 <i> </i> 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

ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 <i>I</i> GOAL		Fluency
ST ANDARD / 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 <i>I</i> 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 <i>I</i> 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 <i> </i> GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 /	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly
ORGANIZER		and accurately through the effective selection, organization and analysis of content.
ORGANIZER	C.4.2.	and accurately through the effective selection, organization and analysis of content. Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
	<b>C.4.2.</b> C.4.2.a.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic
EXPECTATION		Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and
EXPECT AT ION	C.4.2.a.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations
EXPECT AT ION INDICATOR	C.4.2.a. C.4.2.b.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the
EXPECT AT ION INDICATOR INDICATOR INDICATOR	C.4.2.a. C.4.2.b. C.4.2.c.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR	C.4.2.a. C.4.2.b. C.4.2.c. C.4.2.f.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR	C.4.2.a. C.4.2.b. C.4.2.c. C.4.2.f.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.
EXPECT AT ION INDICATOR INDICATOR INDICATOR INDICATOR INDICATOR STRAND CAT EGORY /	C.4.2.a. C.4.2.b. C.4.2.c. C.4.2.f.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. <b>Composition—Grade 4</b>

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
ST ANDARD / 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 <i>I</i> GOAL		Range of Writing
ST ANDARD / 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 <i> </i> GOAL		Conventions of Standard English
ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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

Demonstrate appropriate use of capitalization rules.

#### STRAND Language—Grade 4

L.4.2.a.

CATEGORY <i> </i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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 4: SUMMARIZING A REFERENCE Week 9 Page 71-80

# Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

#### STRAND

Reading Foundational Skills—Grade 4

CATEGORY/ GOAL		Fluency
ST ANDARD / 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 /		Key Ideas and Details

GOAL	
STANDARD / ORGANIZER	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 / Key Ideas and Details GOAL STANDARD / GP.R.2 Students will determine central ideas of a text and analyze their development; cite specific textual ORGANIZER 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 / Craft and Structure GOAL STANDARD / GPR4 Students will interpret words and phrases as they are used in a text, including determining technical, ORGANIZER 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 / Craft and Structure GOAL STANDARD / GP.R.5 Students will analyze the structure of texts, including how specific sentences, paragraphs and larger ORGANIZER portions of the text relate to each other and the whole. **EXPECTATION** RI4.5 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 / Range of Reading and Level of Text Complexity GOAL STANDARD / GP.R.10 Students will read, comprehend and analyze complex informational texts independently and ORGANIZER 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 / Text Types and Purposes GOAL STANDARD / GPW1 Students will compose arguments to support claims in an analysis of substantive topics or texts, ORGANIZER 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 <i>I</i> 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 <i> </i> 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

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
ST ANDARD / 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 <i> </i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / ORGANIZER		Students will use digital resources to create and publish products as well as to interact and collaborate with others.
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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
ST ANDARD / 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 <i> </i> GOAL		Knowledge of Language
ST ANDARD / 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

ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> 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 <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / ORG ANIZER	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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

ST ANDARD / ORGANIZER		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
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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

Reading Foundational Skills—Grade 4

CATEGORY / GOAL		Fluency
ST ANDARD / 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

ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> 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
ST ANDARD / 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		Range of Reading and Level of Text Complexity
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
GUAL		
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

INDICATOR	L.4.3.a.	Choose words and phrases to convey ideas precisely.
INDICATOR	L.4.3.b.	Choose punctuation for effect.
STRAND		Language—Grade 4
CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / ORG ANIZER	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
ST ANDARD / 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
ST ANDARD / 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

CATEGORY <i>I</i> 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 <i>I</i> 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 <i> </i> 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
ST ANDARD / 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 <i> </i> 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 6: SUMMARIZING MULTIPLE REFERENCES Week 17 Page 139-150

# 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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

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
ST ANDARD / 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 <i>I</i> 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 <i> </i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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 <i>I</i> GOAL		Range of Writing
ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Conventions of Standard English
ST ANDARD / ORG ANIZER	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
ST ANDARD / 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 <i>I</i> GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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.
		4 reading and content, choosing nexibly 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.

#### UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 18 Page 151-160

#### Kentucky Academic Standards Language Arts

Grade 4 - Adopted: 2019

STRAND	
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Reading Foundational Skills-Grade 4

CATEGORY <i>I</i> 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
ST ANDARD / ORGANIZER		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
STRAND	Reading Standards for mormational Text—Grade 4

CATEGORY / GOAL		Key Ideas and Details
ST ANDARD / 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.
EXDECTATION		Analyze how the control ideas are reflected in a text, and site relevant implicit and explicit evidence 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.
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
	GP.R.9	Integration of Knowledge and Ideas 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.
GOAL ST ANDARD /	<b>GP.R.9</b> RI.4.9.	Students will analyze how two or more texts address similar themes or topics in order to build
GOAL STANDARD / ORGANIZER		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.
GOAL ST ANDARD / ORGANIZER EXPECTATION		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.
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CATEGORY /		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.         Integrate information from two or more texts on the same theme or topic.         Reading Standards for Informational Text—Grade 4
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD /	RI.4.9.	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.         Integrate information from two or more texts on the same theme or topic.         Reading Standards for Informational Text—Grade 4         Range of Reading and Level of Text Complexity         Students will read, comprehend and analyze complex informational texts independently and
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER	RI.4.9.	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.         Integrate information from two or more texts on the same theme or topic.         Reading Standards for Informational Text—Grade 4         Range of Reading and Level of Text Complexity         Students will read, comprehend and analyze complex informational texts independently and proficiently.         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
GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION	RI.4.9.	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.         Integrate information from two or more texts on the same theme or topic.         Reading Standards for Informational Text—Grade 4         Range of Reading and Level of Text Complexity         Students will read, comprehend and analyze complex informational texts independently and proficiently.         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.
GOAL GOAL ST ANDARD / ORGANIZER EXPECTATION CAT EGORY / GOAL ST ANDARD / ORGANIZER EXPECTATION ST RAND CAT EGORY / CAT EGORY /	RI.4.9.	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.         Integrate information from two or more texts on the same theme or topic.         Reading Standards for Informational Text—Grade 4         Range of Reading and Level of Text Complexity         Students will read, comprehend and analyze complex informational texts independently and proficiently.         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.         Composition—Grade 4

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
ST ANDARD / 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
ST ANDARD / 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		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
ST ANDARD / ORGANIZER		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
ST ANDARD / 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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.

CATEGORY/ GOAL		Vocabulary Acquisition and Use
ST ANDARD / 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 6: SUMMARIZING MULTIPLE REFERENCES Week 19 Page 161-170

#### Kentucky Academic Standards Language Arts

## Grade 4 - Adopted: 2019

STRAND		Reading Foundational Skills—Grade 4
CATEGORY/ GOAL		Fluency
ST ANDARD / 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
ST ANDARD / ORGANIZER	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
ST ANDARD / 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
ST ANDARD / 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 <i> </i> GOAL		Craft and Structure
ST ANDARD / 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
ST ANDARD / ORGANIZER	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 <i>I</i> GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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 <i> </i> GOAL		Text Types and Purposes
ST ANDARD / 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

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
ST ANDARD / 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 <i>I</i> GOAL		Research to Build and Present Knowledge
ST ANDARD / 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

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

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
ST ANDARD / 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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 7: INVENTIVE WRITING Week 20 Page 171-176

#### Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

#### STRAND

Composition—Grade 4

CATEGORY <i>I</i> 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,

#### STRAND

Composition—Grade 4

editing and rewriting.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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

ST ANDARD / 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 /	GP.W.4	Students will use digital resources to create and publish products as well as to interact and

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
ST ANDARD / 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

#### STRAND

GOAL

ORGANIZER

Language—Grade 4

audiences.

collaborate with others.

CATEGORY / GOAL		Conventions of Standard English
ST ANDARD / 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 Lang

Language—Grade 4

CATEGORY/ GOAL		Conventions of Standard English
ST ANDARD / 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 /		Knowledge of Language

ST ANDARD / 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
ST ANDARD / 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.

#### UNIT 7: INVENTIVE WRITING Week 21 Page 177-180

Kentucky Academic Standards

Language Arts

Grade 4 - Adopted: 2019

STRAND		Reading Standards for Literature—Grade 4
CATEGORY/ GOAL		Range of Reading and Level of Text Complexity
ST ANDARD / 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
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CATEGORY/ GOAL		Text Types and Purposes
ST ANDARD / 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 <i> </i> GOAL		Text Types and Purposes
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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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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.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
ST ANDARD / 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
ST ANDARD / 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
ST ANDARD / 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 <i>I</i> 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
ST ANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

EXPECTATION L.4.3. Use knowledge of language and its conventions when writing, speaking, reading or listening.

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

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#### Kentucky Academic Standards Language Arts

Grade 4 - Adopted: 2019

#### STRAND

Composition—Grade 4

editing and rewriting.

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,

#### STRAND Composition—Grade 4

CATEGORY <i>I</i> 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 <i>I</i> 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
ST ANDARD / 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.
		and usage.
INDICATOR	L.4.1.d.	Order adjectives within sentences according to conventional patterns.

STRAND L

Language—Grade 4

CATEGORY <i>I</i> 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 <i> </i> 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 /	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases,

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4 reading and content, choosing flexibly from an array of strategies.

including those that signal precise actions and that are basic to a particular topic.

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.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade

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

Grade 4 - Adopted: 2019

STRAND		Composition—Grade 4
CATEGORY / GOAL		Text Types and Purposes
ST ANDARD / 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.

ORGANIZER

INDICATOR

EXPECTATION L.4.4.

L.4.4.d.

CATEGORY <i>I</i> GOAL		Text Types and Purposes
ST ANDARD / 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 <i>I</i> 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

 CATEGORY / GOAL
 Range of Writing

 ST ANDARD / 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.

Demonstrate appropriate use of capitalization rules.

#### STRAND Language—Grade 4

CATEGORY <i>I</i> GOAL		Conventions of Standard English
ST ANDARD / 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.

STRAND

### Language—Grade 4

CATEGORY/ GOAL		Knowledge of Language
ST ANDARD / 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
ST ANDARD / 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.