Kentucky Reading and Writing

Grade 4

Reading Foundational Skills RF

Print Concepts

1 No Print Concepts Standard for grade 4. RF.4.1

Phonological Awareness

2 No Phonological Awareness Standard for grade 4. RF.4.2

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. RF.4.3

- a Use combined knowledge of all phoneme-grapheme correspondences, syllabication patterns and morphology to accurately decode and encode unfamiliar multisyllabic words. RF.4.3.A

Fluency

4 Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension. RF.4.4

- a Read grade-level text with purpose and understanding. RF.4.4.A
- b Fluently read grade-level prose and poetry orally on successive readings. RF.4.4.B
- c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.4.C

Reading Standards for Literature RL

Key Ideas and Details

1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.4.1

2 Analyze how the theme is reflected in a text, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas. RL.4.2

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. RL.4.3

Craft and Structure

Skip to main content

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. RL.4.4

5 Analyze the structure the author uses in a story, poem or drama, considering how the parts of the text contribute to the whole. RL.4.5

6 Compare and contrast the point of view of first and third person narrators and the effect they have on the reader. RL.4.6

Integration of Knowledge and Ideas

7 Make connections between the text of a story or drama and a visual or oral presentation, including making connections with what they "see" and "hear" when reading the text to what they perceive when they listen or watch. RL.4.7

8 Not applicable to literature RL.4.8

9 Compare and contrast themes, topics and patterns of events in stories, myths and traditional literature from different cultures. RL.4.9

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex literary text independently. RL.4.10

Reading Standards for Informational Text RI

Key Ideas and Details

1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.1

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

3 Explain the individuals, events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information over the course of a text. RI.4.3

Craft and Structure

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. RI.4.4

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

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

Integration of Knowledge and Ideas

7 Interpret information presented in print and non-print formats and explain how the information contributes to an understanding of the text in which it appears. RI.4.7

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8 Explain how an author uses reasons and evidence to support particular claims the author makes in a text. RI.4.8

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

Range of Reading and Level of Text Complexity

10 Routinely and flexibly develop and apply background knowledge along with a variety of comprehension strategies to understand and analyze grade-appropriate, complex informational text independently. RI.4.10

Composition C

Text Types and Purpose

1 Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information. C.4.1

- a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. C.4.1.A
- b Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. C.4.1.B
- c Provide reasons that are supported by facts and details. C.4.1.C
- d Use grade-appropriate transitions to connect sentences and paragraphs. C.4.1.D
- e Provide a concluding section. C.4.1.E
- f With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. C.4.1.F

2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly. C.4.2

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

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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. C.4.3

a Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. C.4.3.A

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. C.4.3.B

c Use dialogue and description to develop experiences and events or show the responses of characters to situations. C.4.3.C

d Use a variety of conjunctions and transitional words and phrases to manage the sequence of events. C.4.3.D

e Use concrete words and phrases and sensory details to convey experiences and events precisely. C.4.3.E

f Provide a conclusion that follows the narrated experiences or events. C.4.3.F

g With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting. C.4.3.G

Production and Distribution

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. C.4.4

Research to Build and Present Knowledge

5 Conduct short research projects that build knowledge through investigation of different aspects of a topic. C.4.5

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. C.4.6

Range of Writing

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

Language L

Conventions of General American English

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1 When writing or speaking, demonstrate command of the conventions of General American English grammar and usage. L.4.1

- a Use relative pronouns and relative adverbs. L.4.1.A
- b Use the progressive verb tenses. L.4.1.B
- c Use modal auxiliaries to convey various conditions, such as can, may and must. L.4.1.C
- d Order adjectives within sentences according to conventional patterns. L.4.1.D
- e Use prepositional phrases. L.4.1.E
- f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. L.4.1.F
- g Use frequently confused words, such as to, too, two; there, their, they're. L.4.1.G

2 When writing: L.4.2

- a Demonstrate appropriate use of capitalization rules. L.4.2.A
- b Use commas and quotation marks to indicate direct speech and quotations for a text. L.4.2.B
- c Use a comma before a coordinating conjunction in a compound sentence. L.4.2.C
- d Consult reference materials as needed to check and correct spellings. L.4.2.D

Knowledge of Language

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

- a Choose words and phrases to convey ideas precisely. L.4.3.A
- b Choose punctuation for effect. L.4.3.B
- c Differentiate between academic and non-academic discourse patterns based on context L.4.3.C

Vocabulary. **Vocabulary Acquisition and Use** VOCABULARY

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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.A

   b Use common affixes and roots as clues to the meaning of a word. L.4.4.B

   c Consult print and digital reference materials to find the pronunciation, and determine or clarify the precise meaning of key words and phrases. L.4.4.C

   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. L.4.4.D

5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. L.4.5

   a Explain the meaning of simple similes and metaphors in context. L.4.5.A

   b Recognize and explain the meaning of common idioms, adages and proverbs. L.4.5.B

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