

# Grade 4

## Kansas Standards for English Language Arts

Adopted November 2017

By the Kansas State Board of Education

(Adopted February 2018 by Olathe Public Schools Board of Education)



The 2017 English Language Arts Standards were created with a goal to meet the vision of the Kansas State Board of Education: To Lead the World in the Success of Each Student. To this end, these standards were built with the purpose of providing educators, parents, and other education stakeholders a clear view of what English Language Arts and Literacy instruction should look like in Kansas.

Further, the English Language Arts Standards are built upon a foundation of common understandings – or practices – which provide a “big picture view” of broad goals for English Language Arts and Literacy instruction for each student across the state. These five foundational practices are intended to support a philosophy aligned with the Kansas State Board of Education’s vision and goals, which are intended to ensure that, through their PreK-12 experiences, Kansas kids are equipped with the academic, cognitive, metacognitive, technical, and employability skills required for postsecondary success, as well as the capacity to positively impact the world around them.

### English Language Arts Foundational Practices

1. Write, speak, read, and listen appropriately in all disciplines.
2. Seek out and work to understand diverse perspectives.
3. Use knowledge gained from literacy experiences to solve problems.
4. Create multimodal versions of texts for a range of purposes and audiences.
5. Self-regulate and monitor growth in writing, speaking, reading, and listening.

# Grade 4

Click the strand name to view grade-level standards for a strand. Click the standard code for an expanded view of each standard.

## Writing

|   |                        |                        |                       |
|---|------------------------|------------------------|-----------------------|
| Text Types and Purposes                 | <a href="#">W.4.1</a>  | <a href="#">W.4.2</a>  | <a href="#">W.4.3</a> |
| Production and Distribution of Writing  | <a href="#">W.4.4</a>  | <a href="#">W.4.5</a>  | <a href="#">W.4.6</a> |
| Research to Build and Present Knowledge | <a href="#">W.4.7</a>  | <a href="#">W.4.8</a>  | <a href="#">W.4.9</a> |
| Language in Writing                     | <a href="#">W.4.10</a> | <a href="#">W.4.11</a> |                       |
| Range of Writing                        | <a href="#">W.4.12</a> |                        |                       |

## Speaking and Listening

|                                     |                        |                        |                        |
|-------------------------------------|------------------------|------------------------|------------------------|
| Comprehension and Collaboration     | <a href="#">SL.4.1</a> | <a href="#">SL.4.2</a> | <a href="#">SL.4.3</a> |
| Presentation of Knowledge and Ideas | <a href="#">SL.4.4</a> | <a href="#">SL.4.5</a> | <a href="#">SL.4.6</a> |
| Language in Speaking and Listening  | <a href="#">SL.4.7</a> | <a href="#">SL.4.8</a> |                        |

## Reading: Foundational

|                              |                        |
|------------------------------|------------------------|
| Print Concepts               | <a href="#">RF.4.1</a> |
| Phonological Awareness       | <a href="#">RF.4.2</a> |
| Phonics and Word Recognition | <a href="#">RF.4.3</a> |
| Fluency                      | <a href="#">RF.4.4</a> |

## Reading: Literature

|                                    |                         |                         |                         |
|------------------------------------|-------------------------|-------------------------|-------------------------|
| Key Ideas and Details              | <a href="#">RL.4.1</a>  | <a href="#">RL.4.2</a>  | <a href="#">RL.4.3</a>  |
| Craft and Structure                | <a href="#">RL.4.4</a>  | <a href="#">RL.4.5</a>  | <a href="#">RL.4.6</a>  |
| Integration of Knowledge and Ideas | <a href="#">RL.4.7</a>  | <a href="#">RL.4.8</a>  | <a href="#">RL.4.9</a>  |
| Language in Reading: Literature    | <a href="#">RL.4.10</a> | <a href="#">RL.4.11</a> | <a href="#">RL.4.12</a> |
| Range of Reading and Level of Text | <a href="#">RL.4.13</a> |                         |                         |

## Reading: Informational

|                                    |                         |                         |                         |
|------------------------------------|-------------------------|-------------------------|-------------------------|
| Key Ideas and Details              | <a href="#">RI.4.1</a>  | <a href="#">RI.4.2</a>  | <a href="#">RI.4.3</a>  |
| Craft and Structure                | <a href="#">RI.4.4</a>  | <a href="#">RI.4.5</a>  | <a href="#">RI.4.6</a>  |
| Integration of Knowledge and Ideas | <a href="#">RI.4.7</a>  | <a href="#">RI.4.8</a>  | <a href="#">RI.4.9</a>  |
| Language in Reading: Informational | <a href="#">RI.4.10</a> | <a href="#">RI.4.11</a> | <a href="#">RI.4.12</a> |
| Range of Reading and Level of Text | <a href="#">RI.4.13</a> |                         |                         |

# Grade 4 Writing

## Text Types and Purposes

- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Know the difference between fact and opinion.
  - 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.
  - Provide reasons that are supported by facts and details.
  - Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
- W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## Production and Distribution of Writing

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5 *With guidance and support from adults and peers*, develop and strengthen writing as needed by planning, revising, and editing.
- W.4.6 *With some guidance and support from adults*, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

## Research to Build and Present Knowledge

- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Language in Writing

- W.4.10 Demonstrate command of the conventions of standard English grammar and usage when writing.
- Choose words and phrases to convey ideas precisely.
  - Form and use relative pronouns and relative adverbs.
  - Form and use the progressive verb tenses.
  - Use modal auxiliaries (e.g., can, must) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns.
  - Form and use prepositional phrases.
  - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - Correctly use frequently confused words (e.g., to, too, two)
  - Choose punctuation for effect.
- W.4.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use correct capitalization.
  - Use commas and quotation marks to mark direct speech and quotations from a text.
  - Use a comma before a coordinating conjunction in a compound sentence.
  - Spell grade-appropriate words correctly, consulting references as needed.

## Range of Writing

- W.4.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# Grade 4

## Speaking and Listening

### Comprehension and Collaboration

- SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
  - SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

### Language in Speaking and Listening

- SL.4.7 Demonstrate command of the conventions of standard English grammar and usage when speaking.
- SL.4.7.a Choose words and phrases to convey ideas precisely.
  - SL.4.7.b Use relative pronouns.
  - SL.4.7.c Form and use the progressive verb tenses.
  - SL.4.7.d Use modal auxiliaries (e.g., can, must) to convey various conditions.
  - SL.4.7.e Order adjectives within sentences according to conventional patterns.
  - SL.4.7.f Form and use prepositional phrases.
  - SL.4.7.g Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - SL.4.7.h Correctly use frequently confused words
  - SL.4.7.i Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- SL.4.8 SL.4.8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

# Grade 4

## Reading: Foundational

### Print Concepts

RF.4.1 Not applicable to grade 4

### Phonological Awareness

RF.4.2 Not applicable to grade 4

### Phonics and Word Recognition

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

### Fluency

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- RF.4.4a Read on-level text with purpose and understanding.
- RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Grade 4

## Reading: Literature

### Key Ideas and Details

- 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.
- RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### Craft and Structure

- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### Integration of Knowledge and Ideas

- RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.8 (Not applicable for literature)
- RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### Language in Reading: Literature

- RL.4.10 Use knowledge of language and its conventions when reading.
- RL.4.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies.
- RL.4.11.a Use context as a clue to the meaning of a word or phrase.
- RL.4.11.b Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.
- RL.4.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- RL.4.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RL.4.12.a Explain the meaning of simple similes and metaphors in context.
- RL.4.12.b Recognize and explain the meaning of common idioms, adages, and proverbs in context.
- RL.4.12.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Range of Reading and Level of Text

- RL.4.13 Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4.

# Grade 4

## Reading: Informational

### Key Ideas and Details

- 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.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Craft and Structure

- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide.

### Integration of Knowledge and Ideas

- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### Language in Reading: Informational

- RI.4.10 (Apply acquired skills in writing and speaking.)
- RI.4.11 Determine or clarify the meaning of unknown and multiple-meaning words and phrases *based on Grade 4 reading and content*, choosing flexibly from a range of strategies.
- RI.4.11.a Use context as a clue to the meaning of a word or phrase.
- RI.4.11.b Use common Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word.
- RI.4.11.c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- RI.4.12 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- RI.4.12.a Explain the meaning of simple similes and metaphors in context.
- RI.4.12.b Recognize and explain the meaning of common idioms, adages, and proverbs in context.
- RI.4.12.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

### Range of Reading and Level of Text

- RI.4.13 Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.



## Grade 4 Writing

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|--------------|---|
| <b>W.4.1</b> | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Know the difference between fact and opinion.</li> <li>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.</li> <li>c. Provide reasons that are supported by facts and details.</li> <li>d. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>e. Provide a concluding statement or section related to the opinion presented.</li> </ol> |
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**To address this standard, students *could*:**

- Use a writing process to employ strategies to introduce a topic effectively (begin with a fact, dialogue, question etc.)
- Use a variety of sentence structures to effectively combine like ideas and lead readers smoothly from one idea to another.

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| <b>Kansas High School Graduates Can:</b> | Use valid reasoning and relevant and sufficient evidence to support a written argument. |
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|  | <a href="#"><u>W.3.1</u></a>  | <b>W.4.1</b>   | <a href="#"><u>W.5.1</u></a>  |
| <b>Progression of Standard Across Grades</b> | Write opinion pieces on topics or texts, supporting a point of view with reasons. (Click link above for details.) | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (See details above.) | Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |

## Grade 4 Writing

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| <b>W.4.2</b> | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> |
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**To address this standard, students *could*:**

- Create a Fourth Grade Survival Guide, or a Guide to My School, in which they organize information logically, use text features to aid comprehension, and include illustrations where they might purposefully contribute to the content of the text.
- Write about a phenomenon from a science lesson, and use appropriate words and phrases to explain clearly why something happened.

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| <b>Kansas High School Graduates Can:</b> | Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>W.3.2</u></a>   | <b>W.4.2</b>  | <a href="#"><u>W.5.2</u></a>   |
|  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Click link above for details.) | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (See details above.) | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Click link above for details.) |

## Grade 4 Writing

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| <b>W.4.3</b> | <p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol> |
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**To address this standard, students *could*:**

- Write about real experiences or imagined stories.
- Use descriptive language to develop characters' thoughts, feelings and experiences.

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| <b>Kansas High School Graduates Can:</b> | Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue. |
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| <b>Progression of Standard Across Grades</b> | <a href="#">W.3.3</a>   | <b>W.4.3</b>   | <a href="#">W.5.3</a>   |
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|  | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Click link above for details.) | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (See details above.) | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (Click link above for details.) |

## Grade 4 Writing

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| <b>W.4.4</b>   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.          |  |  |
| <b>To address this standard, students <i>could</i>:</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>Engage in thoughtful discussions with peers and adults about how to organize a piece of writing to best address a specific audience.</li> </ul> |   |  |  |
| <b>Kansas High School Graduates Can:</b>   | Create texts appropriate for specific purposes, audiences, and tasks.   |  |  |
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| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>W.3.4</u></a>  | <b>W.4.4</b>   | <a href="#"><u>W.5.4</u></a>   |
|  | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |

## Grade 4 Writing

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| <b>W.4.5</b>  | <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i> |  |   |
| <b>To address this standard, students <i>could</i>:</b> <ul style="list-style-type: none"> <li>Engage in a writing process that allows them to attend to the six traits of writing, and work to strengthen their organization and voice.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>  | Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing.      |  |   |
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| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>W.3.5</u></a>   | <b>W.4.5</b>   | <a href="#"><u>W.5.5</u></a>  |
|   | <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i> | <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.</i> | <i>With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i> |

## Grade 4 Writing

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| <b>W.4.6</b> | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
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**To address this standard, students *could*:**

- Contribute to or start a blog that includes images and stories about their school or community.

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| <b>Kansas High School Graduates Can:</b> | Effectively use a variety of digital tools to produce original works both independently and collaboratively. |
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|  | <a href="#">W.3.6</a>   | <b>W.4.6</b>   | <a href="#">W.5.6</a>   |
|--|---|--|---|
| <b>Progression of Standard Across Grades</b> | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |

## Grade 4 Writing

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| <b>W.4.7</b>  | Conduct short research projects that build knowledge through investigation of different aspects of a topic.                      |   |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Ask questions of peers and adults to guide their inquiry process.</li> <li>• Write a report of their findings on an experiment about energy.</li> </ul> |  |   |  |
| <b>Kansas High School Graduates Can:</b>  | Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning. |   |  |
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| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>W.3.7</u></a>   | <b>W.4.7</b>  | <a href="#"><u>W.5.7</u></a>   |
|   | Conduct short research projects that build knowledge about a topic.  | Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |

## Grade 4 Writing

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| <b>W.4.8</b>   | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |   |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Use note cards or digital files to categorize and organize information.</li> </ul> |   |   |  |
| <b>Kansas High School Graduates Can:</b>   | Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts.               |   |  |
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| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>W.3.8</u></a>  | <b>W.4.8</b>  | <a href="#"><u>W.5.8</u></a>   |
|  | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.                 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. |



## Grade 4 Writing

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| <b>W.4.9</b> | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p> |
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**To address this standard, students *could*:**

- Write about how a main character in a literary text changes her attitude about a situation from the beginning of a story to the end of a story, using evidence from the text to prove their point.
- Take a stand on a meaningful local issue, and write a letter to an authority figure or decision-making body in which they ask for a change to be made and provide reasons for their request.

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| <b>Kansas High School Graduates Can:</b> | Locate and use supportive and relevant evidence from a range of text types to strengthen original works. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>W.3.9</u></a> | <b>W.4.9</b>   | <a href="#"><u>W.5.9</u></a>  |
|  | (Begins in grade 4)          | Draw evidence from literary or informational texts to support analysis, reflection, and research. (See details above.) | Draw evidence from literary or informational texts to support analysis, reflection, and research. (Click link above for details.) |

## Grade 4 Writing

|  |  |  |   |
|--|--|--|---|
| <b>W.4.10</b>  | <p>Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing.</p> <ol style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Form and use relative pronouns and relative adverbs.</li> <li>c. Form and use the progressive verb tenses.</li> <li>d. Use modal auxiliaries (e.g., can, must) to convey various conditions.</li> <li>e. Order adjectives within sentences according to conventional patterns.</li> <li>f. Form and use prepositional phrases.</li> <li>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>h. Correctly use frequently confused words (e.g., to, too, two)</li> <li>i. Choose punctuation for effect.</li> </ol> |  |   |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Engage in self-critique of their own writing in which they identify misuses of frequently confused words, and run-on sentences that could be corrected, with help from adults or peers.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>   | Accurately and effectively use standard English grammar and usage when writing.  |  |   |
|  |  |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>W.3.10</u></a>  | <b>W.4.10</b>  | <a href="#"><u>W.5.10</u></a>   |
|  | Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. (Click link above for details.)   | Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (See details above.) | Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. (Click link above for details.) |

## Grade 4 Writing

|               |   |
|---------------|---|
| <b>W.4.11</b> | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> |
|---------------|---|

**To address this standard, students *could*:**

- Write a letter to the Governor or a State Legislator about an issue important to them, and engage in a writing process in which they ensure before sending their letter that they have spelled words correctly and used commas appropriately.

|  |   |
|--|---|
| <b>Kansas High School Graduates Can:</b> | Accurately and effectively use the mechanics of standard English for the purpose of productive communication. |
|--|---|

|  |  |   |  |
|--|--|---|--|
| <b>Progression of Standard Across Grades</b> | <a href="#"><u>W.3.11</u></a>  | <b>W.4.11</b>   | <a href="#"><u>W.5.11</u></a>  |
|  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (See details above.) | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Click link above for details.) |

## Grade 4 Writing

|               |   |
|---------------|---|
| <b>W.4.12</b> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
|---------------|---|

**To address this standard, students *could*:**

- Write daily for different purposes and audiences.

|  |  |
|--|--|
| <b>Kansas High School Graduates Can:</b> | Write routinely over varied time frames for a range of tasks, purposes, and audiences. |
|--|--|

|  | <a href="#"><u>W.3.12</u></a>   | <b>W.4.12</b>   | <a href="#"><u>W.5.12</u></a>   |
|--|---|---|---|
| <b>Progression of Standard Across Grades</b> | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

## Grade 4 Speaking and Listening

|   |  |   |  |
|---|--|---|--|
| <b>SL.4.1</b>   | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</li> <li>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ol> |   |  |
| <p><b>For this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Participate in structured discussions in order to deepen understanding about an important topic.</li> <li>• Engage in meaningful discussions with peers and adults about a topic important to them.</li> </ul> |  |   |  |
| <b>Kansas High School Graduates Can:</b>  | <p>Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.</p>  |   |  |
|   |  |   |  |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>SL.3.1</u></a>  | <b>SL.4.1</b>   | <a href="#"><u>SL.5.1</u></a>  |
|   | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. (Click link above for details.)</p>  | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. (See details above.)</p> | <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly. (Click link above for details.)</p> |

## Grade 4 Speaking and Listening

|   |   |   |  |
|---|---|---|--|
| <b>SL.4.2</b>   | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                             |   |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Know the definition of paraphrasing.</li> <li>• Paraphrase information presented orally and/or in diverse formats.</li> </ul> |   |   |  |
| <b>Kansas High School Graduates Can:</b>  | Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.                                      |   |  |
|   |   |   |  |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>SL.3.2</u></a>   | <b>SL.4.2</b>   | <a href="#"><u>SL.5.2</u></a>  |
|   | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

## Grade 4 Speaking and Listening

|  |   |  |   |
|--|---|--|---|
| <b>SL.4.3</b>  | Identify the reasons and evidence a speaker provides to support particular points.                      |  |   |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Process a speaker’s message noting the reasons and evidence the speaker provides.</li> <li>• Justify points with reasons and evidence the speaker provides.</li> </ul> |   |  |   |
| <b>Kansas High School Graduates Can:</b>   | Objectively assess the relevance, accuracy, and validity of a speaker’s claim and supporting evidence.  |  |   |
|  |   |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>SL.3.3</u></a>   | <b>SL.4.3</b>  | <a href="#"><u>SL.5.3</u></a>   |
|  | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | Identify the reasons and evidence a speaker provides to support particular points. | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |

## Grade 4 Speaking and Listening

|   |   |   |   |
|---|---|---|---|
| <b>SL.4.4</b>   | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |   |   |
| <b>To address this standard, students <i>could</i>:</b>   |   |   |   |
| <ul style="list-style-type: none"> <li>• Recount a story using appropriate volume, enunciation, and rate.</li> <li>• Report on a topic using appropriate volume, enunciation, and rate.</li> <li>• Report on a topic or recount a story or experience in a meaningful order.</li> <li>• Provide details supporting the main idea and/or theme.</li> </ul> |   |   |   |
| <b>Kansas High School Graduates Can:</b>  | Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.    |   |   |
|   |   |   |   |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>SL.3.4</u></a>   | <b>SL.4.4</b>   | <a href="#"><u>SL.5.4</u></a>   |
|   | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.   | Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |



## Grade 4 Speaking and Listening

|  |   |  |   |
|--|---|--|---|
| <b>SL.4.5</b>  | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  |  |   |
| <b>To address this standard, students <i>could</i>:</b>  |   |  |   |
| <ul style="list-style-type: none"> <li>• Produce visual and/or audio depictions information described with detail.</li> <li>• Recount experiences.</li> <li>• Define main idea-as the essential point the author is conveying in the paragraph or text.</li> <li>• Define theme as the central idea or message in the text.</li> </ul> |   |  |   |
| <b>Kansas High School Graduates Can:</b>   | Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience’s understanding.   |  |   |
|  |   |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>SL.3.5</u></a>   | <b>SL.4.5</b>  | <a href="#"><u>SL.5.5</u></a>   |
|  | Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |

## Grade 4 Speaking and Listening

|   |  |  |   |
|---|--|--|---|
| <b>SL.4.6</b>   | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |  |   |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>Practice engaging in conversations with different peers and adults, and then discuss the differences they experience when communicating with different people.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>  | Effectively adapt speech to fit a variety of contexts and communication situations.  |  |   |
|   |  |  |   |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>SL.3.6</u></a>  | <b>SL.4.6</b>  | <a href="#"><u>SL.5.6</u></a>   |
|   | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. | Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. |

## Grade 4 Speaking and Listening

|               |  |
|---------------|--|
| <b>SL.4.7</b> | <p>Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <ol style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.</li> <li>b. Use relative pronouns.</li> <li>c. Form and use the progressive verb tenses.</li> <li>d. Use modal auxiliaries (e.g., can, must) to convey various conditions.</li> <li>e. Order adjectives within sentences according to conventional patterns.</li> <li>f. Form and use prepositional phrases.</li> <li>g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>h. Correctly use frequently confused words</li> <li>i. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</li> </ol> |
|---------------|--|

**To address this standard, students *could*:**

- Present an idea individually or with a group of peers for improving their school to a school administrator.

|  |  |
|--|--|
| <b>Kansas High School Graduates Can:</b> | Accurately and effectively use standard English grammar and usage when speaking. |
|--|--|

|  |   |  |   |
|--|---|--|---|
|  | <a href="#"><u>SL.3.7</u></a>   | <b>SL.4.7</b>  | <a href="#"><u>SL.5.7</u></a>   |
| <b>Progression of Standard Across Grades</b> | Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. (Click link above for details.) | Demonstrate command of the conventions of standard English grammar and usage when speaking. (See details above.) | Demonstrate command of the conventions of standard English grammar and usage when speaking. (Click link above for details.) |

## Grade 4 Speaking and Listening

|               |  |
|---------------|--|
| <b>SL.4.8</b> | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. |
|---------------|--|

**To address this standard, students *could*:**

- Discuss with peers the processes that impact the shape of the Earth, making use of grade-appropriate, domain-specific words and phrases.

|  |   |
|--|---|
| <b>Kansas High School Graduates Can:</b> | Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank. |
|--|---|

| <b>Progression of Standard Across Grades</b> |  | <a href="#"><u>SL.3.8</u></a>   | <b>SL.4.8</b>  | <a href="#"><u>SL.5.8</u></a>   |
|--|--|---|--|---|
|  |  | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. |

**Grade 4**  
**Reading: Foundational**  
**Print Concepts**

|   |                            |  |  |
|---|----------------------------|--|--|
| <b>RF.4.1</b>   | Not applicable to grade 4. |  |  |
| <b>To address this standard, students <i>could</i>:</b> |                            |  |  |
|   |                            |  |  |
| <b>Progression of<br/>Standard Across<br/>Grades</b>    |                            |  |  |
|   |                            |  |  |

**Grade 4**  
**Reading: Foundational**  
**Phonological Awareness**

|   |  |                            |  |
|---|--|----------------------------|--|
| <b>RF.4.2</b>   |  |                            |  |
| <b>RF.4.2</b>   |  | Not applicable to grade 4. |  |
| <b>To address this standard, students <i>could</i>:</b> |  |                            |  |
|   |  |                            |  |
|   |  |                            |  |
| <b>Progression of<br/>Standard Across<br/>Grades</b>    |  |                            |  |
|   |  |                            |  |

## Grade 4 Reading: Foundational

### Phonics and Word Recognition

**RF.4.3**

Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

**To address this standard, students *could*:**

- During a reading of an engaging text, show grade level-appropriate ability to decode text.
- With peers or an adult, work to pronounce multisyllabic words accurately, and use strategies to determine correct pronunciation and meanings.

|  | <a href="#">RF.3.3</a>   | <b>RF.4.3</b>  | <a href="#">RF.5.3</a>   |
|--|--|--|--|
| <b>Progression of Standard Across Grades</b> | Know and apply grade-level phonics and word analysis skills in decoding words. | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

**Grade 4**  
**Reading: Foundational**  
**Fluency**

|               |   |
|---------------|---|
| <b>RF.4.4</b> | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> |
|---------------|---|

**For this standard, successful students *could*:**

- Practice fluency independently or with peers by participating in paired readings or practiced readings of engaging texts.
- Listen to fluent and/or repeated readings of an engaging text.

|  |   |   |   |
|--|---|---|---|
|  |   |   |   |
|  | <a href="#"><u>RF.3.4</u></a>                                       | <b>RF.4.4</b>   | <a href="#"><u>RF.5.4</u></a>                                       |
| <b>Progression of Standard Across Grades</b> | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. | Read with sufficient accuracy and fluency to support comprehension. |



## Grade 4 Reading: Literature

|  |  |  |   |
|--|--|--|---|
| <b>RL.4.1</b>  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |  |   |
| <b>To address this standard, students <i>could</i>:</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>• Identify examples in the text to support thinking.</li> <li>• Use text and text features to ask and answer key detail questions.</li> <li>• Identify the location of the answer in the text (e.g. “according to the text”, “the author stated”).</li> <li>• Explain what it means to make an inference.</li> <li>• Use background knowledge and the text to make an inference.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>   | Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |   |
|  |  |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.1</u></a>  | <b>RL.4.1</b>  | <a href="#"><u>RL.5.1</u></a>   |
|  | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

## Grade 4 Reading: Literature

|  |  |  |   |
|--|--|--|---|
| <b>RL.4.2</b>  | Determine the theme of a story, drama, or poem from details in the text; summarize the text.   |  |   |
| <b>To address this standard, students <i>could</i>:</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>• Use background knowledge and the text to determine what the author wants the reader to learn.</li> <li>• Explain how to determine the theme of a text.</li> <li>• Determine the theme in a text using key details.</li> <li>• Define summary and summarize the text.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |  |   |
|  |  |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.2</u></a>  | <b>RL.4.2</b>  | <a href="#"><u>RL.5.2</u></a>   |
|  | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Determine the theme of a story, drama, or poem from details in the text; summarize the text. | Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

## Grade 4 Reading: Literature

|   |  |  |  |
|---|--|--|--|
| <b>RL.4.3</b>   | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). |  |  |
| <b>To address this standard, students <i>could</i>:</b>   |  |  |  |
| <ul style="list-style-type: none"> <li>• Describe characters in depth using key details (who).</li> <li>• Describe the setting in depth using key details (where, when).</li> <li>• Describe major events in depth using key details (what).</li> <li>• Describe how the characters respond to major events and challenges (how).</li> <li>• Explain how characters' actions determine the sequence of events (why).</li> </ul> |  |  |  |
| <b>Kansas High School Graduates Can:</b>  | Analyze elements of plot as they relate to the meaning of a text.  |  |  |
|   |  |  |  |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>RL.3.3</u></a>  | <b>RL.4.3</b>  | <a href="#"><u>RL.5.3</u></a>  |
|   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.                | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

## Grade 4 Reading: Literature

|  |  |  |   |
|--|--|--|---|
| <b>RL.4.4</b>  | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). |  |   |
| <b>To address this standard, students <i>could</i>:</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>• Describe how word choice affects the meaning of a text.</li> <li>• Describe and identify literal language.</li> <li>• Describe and identify figurative language.</li> <li>• Use context clues, reference materials, and references to mythology to determine meaning of words and phrases.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>   | Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text. |  |   |
|  |  |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.4</u></a>  | <b>RL.4.4</b>  | <a href="#"><u>RL.5.4</u></a>   |
|  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |

## Grade 4 Reading: Literature

|  |  |  |  |
|--|--|--|--|
| <b>RL.4.5</b>  | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. |  |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Define structural elements of poems, drama, and prose.</li> <li>• Explain differences between poems, dramas, and prose.</li> <li>• Describe how poems, dramas, and prose are arranged.</li> <li>• Use appropriate terms when writing or speaking.</li> </ul> |  |  |  |
| <b>Kansas High School Graduates Can:</b>   | Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.   |  |  |
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| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.5</u></a>  | <b>RL.4.5</b>  | <a href="#"><u>RL.5.5</u></a>  |
|  | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections..   | Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |

## Grade 4 Reading: Literature

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| <b>RL.4.6</b>   | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |  |   |
| <b>To address this standard, students <i>could</i>:</b>   |  |  |   |
| <ul style="list-style-type: none"> <li>• Understand what impacts the creation of a point of view.</li> <li>• Identify if a character or narrator is telling the story and explain how they know.</li> <li>• Identify their own point of view.</li> <li>• Compare and contrast the same story told from different perspectives.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>  | Recognize that different perspectives can be presented in different ways for different purposes.   |  |   |
|   |  |  |   |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>RL.3.6</u></a>  | <b>RL.4.6</b>  | <a href="#"><u>RL.5.6</u></a>   |
|   | Distinguish their own point of view from that of the narrator or those of the characters.  | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Describe how a narrator's or speaker's point of view influences how events are described. |

## Grade 4 Reading: Literature

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| <b>RL.4.7</b>  | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |  |  |
| <b>To address this standard, students <i>could</i>:</b>  |  |  |  |
| <ul style="list-style-type: none"> <li>• Define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text.</li> <li>• Explain or describe similarities and differences between print and non-print versions of text.</li> </ul> |  |  |  |
| <b>Kansas High School Graduates Can:</b>   | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content.                                       |  |  |
|  |  |  |  |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.7</u></a>  | <b>RL.4.7</b>  | <a href="#"><u>RL.5.7</u></a>  |
|  | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).                | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |

**Grade 4**  
**Reading: Literature**

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| <b>RL.4.8</b>   | (Not applicable for literature)  |  |  |
| <b>To address this standard, students <i>could</i>:</b> |  |  |  |
| <b>Kansas High School Graduates Can:</b>                | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |  |  |
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| <b>Progression of Standard Across Grades</b>            |  |  |  |
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## Grade 4 Reading: Literature

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| <b>RL.4.9</b>  | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. |   |   |
| <b>To address this standard, students <i>could</i>:</b>  |   |   |   |
| <ul style="list-style-type: none"> <li>• Define theme as the central message of a literary text.</li> <li>• Define topic as the subject of a literary text.</li> <li>• Define culture as the ideas, beliefs, and values shared by a group of people.</li> <li>• Compare and contrast stories with similar topics, themes, and patterns of events from different cultures.</li> </ul> |   |   |   |
| <b>Kansas High School Graduates Can:</b>   | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |   |   |
|  |   |   |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.9</u></a>   | <b>RL.4.9</b>   | <a href="#"><u>RL.5.9</u></a>   |
|  | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).   | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | Compare and contrast stories in the same genre (e.g., mysteries, and adventure stories, etc.) on their approaches to similar themes and topics. |

## Grade 4 Reading: Literature

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| <b>RL.4.10</b>   | Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.               |  |  |
| <b>To address this standard, students <i>could</i>:</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>Discuss the ways their language changes when they are with a teacher, a grandparent, a best friend, a stranger, a dignitary, etc. Discuss the ways in which their language changes depending on the situation.</li> </ul> |   |  |  |
| <b>Kansas High School Graduates Can:</b>   | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).   |  |  |
|  |   |  |  |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RL.3.10</u></a>  | <b>RL.4.10</b>   | <a href="#"><u>RL.5.10</u></a>   |
|  | Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English. (Click link above for details.) | Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. (See details above.) | Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (Click link above for details.) |

## Grade 4 Reading: Literature

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| <b>RL.4.11</b> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common Greek and Latin affixes found in Grade 4 literature as clues to the meaning of a word.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> |
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**To address this standard, students *could*:**

- Read a text about a grade-appropriate science topic, and use a range of strategies to determine unknown word meanings.

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| <b>Kansas High School Graduates Can:</b> | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>RL.3.11</u></a>   | <b>RL.4.11</b>  | <a href="#"><u>RL.5.11</u></a>   |
|--|--|---|--|
| <b>Progression of Standard Across Grades</b> | Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i> , choosing flexibly from a range of strategies. (See details above.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.) |

## Grade 4 Reading: Literature

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| <b>RL.4.12</b> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs in context.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> |
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**To address this standard, students *could*:**

- Discuss the reasons why characters in a text may use similes, metaphors, idioms, adages, and proverbs.

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| <b>Kansas High School Graduates Can:</b> | Understand word meanings, and nuances in word meanings when reading. |
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|  | <a href="#"><u>RL.3.12</u></a>  | <b>RL.4.12</b>   | <a href="#"><u>RL.5.12</u></a>  |
| <b>Progression of Standard Across Grades</b> | Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |

## Grade 4 Reading: Literature

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| <b>RL.4.13</b> | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4. |
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**To address this standard, students *could*:**

- Select and read increasingly complex literary texts at or above grade level.

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| <b>Kansas High School Graduates Can:</b> | Interpret meaning from a variety of texts on their own. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>RL.3.13</u></a>  | <b>RL.4.10</b>  | <a href="#"><u>RL.5.13</u></a>  |
|  | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 4. | Read and comprehend high quality dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5. |

## Grade 4 Reading: Informational

|  |  |  |   |
|--|--|--|---|
| <b>RI.4.1</b>  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |  |   |
| <b>To address this standard, students <i>could</i>:</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>• Identify examples in the text to support thinking.</li> <li>• Use text and text features to ask and answer key detail questions.</li> <li>• Identify the location of the answer in the text (e.g. “according to the text”, “the author stated”).</li> <li>• Explain how to make an inference.</li> <li>• Use background knowledge and the text to make an inference.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>   | Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |  |   |
|  |  |  |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.1</u></a>  | <b>RI.4.1</b>  | <a href="#"><u>RI.5.1</u></a>   |
|  | Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |

## Grade 4 Reading: Informational

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| <b>RI.4.2</b>  | Determine the main idea of a text and explain how it is supported by key details; summarize the text.                      |   |   |
| <b>To address this standard, students <i>could</i>:</b>  |  |   |   |
| <ul style="list-style-type: none"> <li>Engage in discussions with peers and adults about how to determine key details in a given text.</li> <li>Work with peers or independently to determine which key details are important enough to be included in a summary.</li> </ul> |  |   |   |
| <b>Kansas High School Graduates Can:</b>   | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |   |   |
|  |  |   |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.2</u></a>  | <b>RI.4.2</b>   | <a href="#"><u>RI.5.2</u></a>   |
|  | Determine the main idea of a text; recount the key details and explain how they support the main idea.                     | Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

## Grade 4 Reading: Informational

|   |  |  |   |
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| <b>RI.4.3</b>   | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.                                   |  |   |
| <b>To address this standard, students <i>could</i>:</b>   |  |  |   |
| <ul style="list-style-type: none"> <li>• Describe the connection between two individuals (who).</li> <li>• Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (what, how, why, when, where).</li> <li>• Identify and use time, sequence, and cause/effect cue words.</li> </ul> |  |  |   |
| <b>Kansas High School Graduates Can:</b>  | Extract meaning and purpose from informational text by analyzing its structure and organization.   |  |   |
|   |  |  |   |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>RI.3.3</u></a>  | <b>RI.4.3</b>  | <a href="#"><u>RI.5.3</u></a>   |
|   | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |



## Grade 4 Reading: Informational

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| <b>RI.4.4</b>  | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.                              |   |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Define academic words and phrases.</li> <li>• Define domain-specific words and phrases.</li> <li>• Use context clues, reference materials, and text features to determine meaning of words and phrases.</li> </ul> |  |   |  |
| <b>Kansas High School Graduates Can:</b>   | Recognize the ways in which the author’s word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text. |   |  |
|  |  |   |  |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.4</u></a>  | <b>RI.4.4</b>   | <a href="#"><u>RI.5.4</u></a>  |
|  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.                             | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |

## Grade 4 Reading: Informational

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| <b>RI.4.5</b>   | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |   |  |
| <b>To address this standard, students <i>could</i>:</b>   |   |   |  |
| <ul style="list-style-type: none"> <li>• Understand the purposes of text features and use them appropriately.</li> <li>• Identify the text structure of informational text.</li> <li>• Evaluate how the text structure connect the events, ideas, concepts, or information in a text.</li> <li>• Determine why the author chose a specific text structure.</li> </ul> |   |   |  |
| <b>Kansas High School Graduates Can:</b>  | Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning.            |   |  |
|   |   |   |  |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>RI.3.5</u></a>   | <b>RI.4.5</b>   | <a href="#"><u>RI.5.5</u></a>  |
|   | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.                               | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |

**Grade 4**  
**Reading: Informational**

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| <b>RI.4.6</b>  | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |  |  |
| <b>To address this standard, students <i>could</i>:</b>  |   |  |  |
| <ul style="list-style-type: none"> <li>• Read and discuss differences between a textbook’s explanation of Kansas in the 1930’s and a diary entry from the 1930’s written by a Kansas resident.</li> <li>• Explain how the point of view (first or second hand) affects the perspective of the event or topic.</li> <li>• Explain why an author could have written a text.</li> </ul> |   |  |  |
| <b>Kansas High School Graduates Can:</b>   | Recognize that different perspectives can be presented in different ways for different purposes.  |  |  |
|  |   |  |  |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.6</u></a>   | <b>RI.4.6</b>  | <a href="#"><u>RI.5.6</u></a>  |
|  | Distinguish their own point of view from that of the author of a text.  | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provide. | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |

## Grade 4 Reading: Informational

|               |  |
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| <b>RI.4.7</b> | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
|---------------|--|

**To address this standard, students *could*:**

- Explain the purpose of graphic features.
- Interpret information from the graphic feature.
- Synthesize information gained from visual text features, information from written text, and information presented orally to aid in understanding.

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| <b>Kansas High School Graduates Can:</b> | Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>RI.3.7</u></a>  | <b>RI.4.7</b>  | <a href="#"><u>RI.5.7</u></a>  |
|  | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |

## Grade 4 Reading: Informational

|  |   |   |  |
|--|---|---|--|
| <b>RI.4.8</b>  | Explain how an author uses reasons and evidence to support particular points in a text.   |   |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Identify reason and evidence to support a point in a text.</li> <li>• Use relevant justifications.</li> <li>• Explain how author’s justifications support their point.</li> <li>• Evaluate if the reasons and evidence given supports the author’s point in the text.</li> </ul> |   |   |  |
| <b>Kansas High School Graduates Can:</b>   | Follow the logic of an argument based on the validity of the claim and evidence presented.  |   |  |
|  |   |   |  |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.8</u></a>   | <b>RI.4.8</b>   | <a href="#"><u>RI.5.8</u></a>  |
|  | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Explain how an author uses reasons and evidence to support particular points in a text. | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |

## Grade 4 Reading: Informational

|  |   |  |  |
|--|---|--|--|
| <b>RI.4.9</b>  | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.                        |  |  |
| <p><b>To address this standard, students <i>could</i>:</b></p> <ul style="list-style-type: none"> <li>• Understand information from two texts can be combined to gain a deeper understanding of a topic.</li> <li>• Categorize key details from two texts.</li> <li>• Compare and contrast texts in order to combine information.</li> </ul> |   |  |  |
| <b>Kansas High School Graduates Can:</b>   | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |  |  |
|  |   |  |  |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.9</u></a>   | <b>RI.4.9</b>  | <a href="#"><u>RI.5.9</u></a>  |
|  | Compare and contrast the most important points and key details presented in two texts on the same topic.                                  | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

## Grade 4

### Reading: Informational

|  |   |   |   |
|--|---|---|---|
| <b>RI.4.10</b>   | Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. |   |   |
| <b>To address this standard, students <i>could</i>:</b>  |   |   |   |
| <ul style="list-style-type: none"> <li>Read an informational text, and prepare a paragraph to share with different audiences that would require different kinds of language – a peer, a parent, a young child, a community member, a professor in the field being written about, etc.</li> <li>Compare and contrast conventions of a native language with formal, standard English.</li> </ul> |   |   |   |
| <b>Kansas High School Graduates Can:</b>   | Apply their knowledge of language and how it works to a variety of contexts and situations (e.g., a job interview, formal and informal settings).                                 |   |   |
|  |   |   |   |
| <b>Progression of Standard Across Grades</b>   | <a href="#"><u>RI.3.10</u></a>  | <b>RI.4.10</b>  | <a href="#"><u>RI.5.10</u></a>  |
|  | Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.                   | Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate. | Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text. |

## Grade 4

### Reading: Informational

|                |   |
|----------------|---|
| <b>RI.4.11</b> | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes found in Grade 4 informational texts as clues to the meaning of a word.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> |
|----------------|---|

**To address this standard, students *could*:**

- Explain to a peer or adult the process or processes they used to determine a word’s meaning.
- Participate as the vocabulary expert in a reading circle with peers, and use a digital resource to find the meanings of any words the group does not know.

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| <b>Kansas High School Graduates Can:</b> | Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>RI.3.11</u></a>   | <b>RI.4.11</b>  | <a href="#"><u>RI.5.11</u></a>   |
|  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 3 reading and content</i> , choosing flexibly from a range of strategies. (Click link above for details.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases <i>based on Grade 4 reading and content</i> , choosing flexibly from a range of strategies. (See details above.) | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. (Click link above for details.) |



## Grade 4

### Reading: Informational

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|----------------|---|
| <b>RI.4.12</b> | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs in context.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> |
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**To address this standard, students *could*:**

- Explain the literal and contextual meaning of an idiom, adage, or proverb found in a grade-level text.

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| <b>Kansas High School Graduates Can:</b> | Understand word meanings, and nuances in word meanings when reading. |
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| <b>Progression of Standard Across Grades</b> | <a href="#"><u>RI.3.12</u></a>  | <b>RI.4.12</b>   | <a href="#"><u>RI.5.12</u></a>  |
|  | Demonstrate understanding of word relationships and nuances in word meanings. (Click link above for details.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See details above.) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Click link above for details.) |

## Grade 4 Reading: Informational

|   |  |   |   |
|---|--|---|---|
| <b>RI.4.13</b>  | Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 4. |   |   |
| <p><b>To address this standard, students <i>could</i>:</b></p> <p>Select and read increasingly complex informational texts at or above grade level.</p> |  |   |   |
| <b>Kansas High School Graduates Can:</b>  | Interpret meaning from a variety of informational texts.   |   |   |
|   |  |   |   |
| <b>Progression of Standard Across Grades</b>  | <a href="#"><u>RI.3.13</u></a>   | <b>RI.4.13</b>  | <a href="#"><u>RI.5.13</u></a>  |
|   | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 3.              | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 5. |