

Fourth Grade Kansas College & Career Readiness Standards for ELA

Record keeping of implementation:

PINK= WEEKLY (Once or Twice/Week)

BLUE=DAILY (3 or MORE X/Week)

ALL OTHERS=Dates Listed

LITERATURE - Key Ideas and Details	
RL1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
dates ---->	
RL2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
dates ---->	
RL3	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).
dates ---->	
LITERATURE - Craft and Structure	
RL4	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).
dates ---->	
RL5	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.
dates ---->	
RL6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
dates ---->	
LITERATURE - Integration of Knowledge and Ideas	
RL7	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.
dates ---->	
RL9	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.
dates ---->	
RL10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
dates ---->	
INFORMATIONAL TEXT - Key Ideas and Details	
RI1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
dates ---->	
RI2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
dates ---->	
RI3	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.
dates ---->	
INFORMATIONAL TEXT - Craft and Structure	
RI4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
dates ---->	
RI5	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.
dates ---->	
RI6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
dates ---->	

INFORMATIONAL TEXT - Integration of Knowledge and Ideas	
RI7	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.
dates ---->	
RI8	Explain how an author uses reasons and evidence to support particular points in a text.
dates ---->	
RI9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
dates ---->	
INFORMATIONAL TEXT - Range of Reading and Level of Text Complexity	
RI10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
dates ---->	
FOUNDATIONAL SKILLS - Phonics and Word Recognition	
RF3	Know and apply grade-level phonics and word analysis skills in decoding words.
dates ---->	
RF3a	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.
dates ---->	
FOUNDATIONAL SKILLS - Fluency	
RF4	Read with sufficient accuracy and fluency to support comprehension
dates ---->	
RF4a	Read on-level text with purpose and understanding.
dates ---->	
RF4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
dates ---->	
RF4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
dates ---->	
WRITING - Text Types and Purposes	
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
dates ---->	
W1a	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.
dates ---->	
W1b	Provide reasons that are supported by facts and details.
dates ---->	
W1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
dates ---->	

	W1d Provide a concluding statement or section related to the opinion presented.
dates ---->	
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
dates ---->	
	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and
	W2a multimedia when useful to aiding comprehension.
dates ---->	
	W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
dates ---->	
	W2c Link ideas within categories of information using words and phrases
dates ---->	
	W2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
dates ---->	
	W2e Provide a concluding statement or section related to the information or explanation presented.
dates ---->	
W3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
dates ---->	
	W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
dates ---->	
	W3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
dates ---->	
	W3c Use a variety of transitional words and phrases to manage the sequence of events.
dates ---->	
	W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
dates ---->	
	W3e Provide a conclusion that follows from the narrated experiences or events.
dates ---->	
<i>WRITING - Production and Distribution of Writing</i>	
W4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
dates ---->	
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
dates ---->	
W6	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.
dates ---->	

WRITING - Research to Build and Present Knowledge

W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
dates ---->

W8 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.
dates ---->

W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
dates ---->

W9a Apply grade 4 Reading standards to literature
dates ---->

W9b Apply grade 4 Reading standards to informational texts
dates ---->

WRITING - Range of Writing

W10 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.
dates ---->

SPEAKING & LISTENING - Comprehension & Collaboration

SL1 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.
dates ---->

SL1a 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.
dates ---->

SL1b Follow agreed-upon rules for discussions and carry out assigned roles.
dates ---->

SL1c 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.
dates ---->

SL1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
dates ---->

SL2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
dates ---->

SL3 Identify the reasons and evidence a speaker provides to support particular points.
dates ---->

SPEAKING & LISTENING - Presentation of Knowledge and Ideas

SL4 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.
dates ---->

SL5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
dates ---->

SL6 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.
dates ---->

LANGUAGE - Conventions of Standard English

L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
dates ---->	
	L1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
dates ---->	
	L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
dates ---->	
	L1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
dates ---->	
	L1d Order adjectives within sentences according to conventional patterns
dates ---->	
	L1e Form and use prepositional phrases.
dates ---->	
	L1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
dates ---->	
	L1g Correctly use frequently confused words
dates ---->	
L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
dates ---->	
	L2a Use correct capitalization.
dates ---->	
	L2b Use commas and quotation marks to mark direct speech and quotations from a text.
dates ---->	
	L2c Use a comma before a coordinating conjunction in a compound sentence.
dates ---->	
	L2d Spell grade-appropriate words correctly, consulting references as needed.
dates ---->	

LANGUAGE - Knowledge of Language

L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
dates ---->	
	L3a Choose words and phrases to convey ideas precisely.
dates ---->	
	L3b Choose punctuation for effect.
dates ---->	
	L3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate
dates ---->	

LANGUAGE - Vocabulary Acquisition and Use

L4	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.
dates ---->	
	L4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
dates ---->	
	L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
dates ---->	
	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or
	L4c clarify the precise meaning of key words and phrases.
dates ---->	

L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
dates ---->	
L5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
dates ---->	
L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.
dates ---->	
L5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
dates ---->	
L6	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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
dates ---->	
<i>KANSAS College and Career Readiness Anchor Standards for Literacy Learning (KS 15%)</i>	

LITERACY LEARNING

LL1	Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discrete skills in isolation.
dates ---->	
LL2	Use meta-cognitive strategies to monitor literacy learning progress.
dates ---->	
LL3	Engage in the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.
dates ---->	
LL4	Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.
dates ---->	
LL5	Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.
dates ---->	

READING

R11	Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.
dates ---->	
R12	Read-both independently and collaboratively-print, non-print, and multi-modal works proficiently and critically to be media literate.
dates ---->	

WRITING

W11	Create-both independently and collaboratively-technical, non-print, digital, and multi-modal versions of text types and purposes outlined in writing anchor standards 1, 2, and 3.
dates ---->	
W12	Strengthen writing craft-both independently and collaboratively-through a recursive writing and revision process and the use of the common vocabulary of the 6-trait model.
dates ---->	