

Grade 4

STANDARD #1 – Students will demonstrate the interest and ability to read age appropriate materials fluently, with understanding and appreciation.

PHONETIC ANALYSIS**Students will:**

- recognize suffixes, prefixes, and roots within the context of reading.
- apply sound/symbol relationships or syllabication patterns to decode unknown words for six types of syllables and rules for syllable division. (See Appendix.)
- use dictionary to check pronunciation and syllabication.

VOCABULARY**Students will:**

- define and use vocabulary generated from all types of reading from all content areas.
- infer word meaning using context clues.
- know that suffixes and prefixes are syllables with meanings of their own.
- recognize the modification of the meaning of roots by the addition of common prefixes and suffixes taught in grades 1-3.
- use a thesaurus.
- give multiple meanings for some words (e.g., bank, state).
- recognize metaphors and understand similes, idioms, and personification as figurative language.
- identify antonyms, homonyms, homophones, synonyms or shades of meaning (e.g., cold/freezing).
- identify transition words and phrases.

TEXT STRUCTURE**Students will:**

- read handwritten cursive and a variety of cursive and italicized fonts.
- locate information using the table of contents, index, titles, subtitles, captions, and fonts.
- interpret information from graphic organizers (e.g., maps, diagrams, charts, graphs, and time lines).
- use a glossary in books on specialized topics.
- learn library skills and begin to use the internet for research and class projects.
- analyze organizational framework or point of view structures in fiction or nonfiction texts.
- begin to identify the elements of different genres.
- skim as a means of quickly surveying a whole text to assess a specific purpose.
- scan as a means of locating specific information.

READING BEHAVIORS**Students will:**

- read from a variety of sources.
- read for specific purposes.
- self-monitor for comprehension.
- repair faulty comprehension.
- read material appropriate for end of grade 4 with at least 90% accuracy.

FLUENCY

Students will:

- read primarily in larger, meaningful phrases.
- respond appropriately to punctuation.
- read smoothly with appropriate pacing and expression

METACOGNITIVE STRATEGIES

Students will:

- use comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.

CONNECTING

Students will:

- search for connections between what they know and the information found in a text.

QUESTIONING

Students will:

- ask questions of themselves, the author, and text, before, during and after reading.

VISUALIZING

Students will:

- use all senses to comprehend text.
- visualize and describe setting, characters, and actions.

DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in fiction and nonfiction texts.
- begin to distinguish between cause and effect, fact and opinion, true/false, and main idea and supporting details.
- summarize the conflict and resolution of a story.
- summarize the main character(s) and setting of a story.
- read and follow multi-step directions.

INFERRING

Students will;

- draw inference(s) during and after reading.
- evaluate predictions.

SYNTHESIZING

Students will:

- combine reading information with prior knowledge to draw conclusions.
- show understanding of character, theme, or plot through dramatization, illustration, or writing.
- discuss a theme or concept in fiction/nonfiction.
- synthesize information within or across text(s) (e.g., construct appropriate titles, or formulate assertions or controlling ideas).

STANDARD #2 – Students will demonstrate the interest and ability to write effectively for a variety of purposes and audiences.**CONTENT****Students will:**

- write for a variety of purposes in a variety of subject areas with an emphasis on developing skills in writing: fiction; reviews of books, movies, or plays; poetry; simple expository pieces.
- write appropriate responses to teacher-selected prompts.
- bring at least 5 pieces to final copy with at least 1 in cursive.
- produce fiction that includes:
 - a conflict and a solution.
 - a well-defined main character.
 - a clear description of the setting.
 - sequenced events to advance a simple plot.
 - a title.
- write a review of a book, movie or play that:
 - identifies title and author/director.
 - states opinion with recommendation.
 - supports opinion with examples, reasons, or details.
 - is organized.
- produce poetry that:
 - expresses an idea or a feeling.
 - includes words that evoke a sensory image.
 - includes strong verbs and specific nouns.
 - uses figurative language.
- produce exposition that
 - Gathers information from a variety of sources.
 - Selects information with a purpose in mind.
 - Provides general statements with supporting examples and details.
 - Is organized.
 - Categorizes information logically.
- uses some transitional words (e.g., next, also, finally, in addition to).
- includes interesting details.

SPELLING**Students will:**

- spell words with ou and ough (e.g., country, tough, thought, enough).
- spell words with unusual letter pairs (e.g., knee, quick, quarter, photo, climb, number).
- spell words with /z/ sound (e.g., lazy, puzzle, tease).
- spell words ending with -le (e.g., simple, people).
- spell words ending with the double consonant syllable pattern (e.g., better, supper, dinner).
- spell words with the open syllable pattern (e.g., paper, super, tiny).
- spell words that end in -ure (e.g., measure, adventure, picture).
- spell words with end with -ion (e.g., vacation, division, million).
- spell irregular verbs (e.g., knew, known, wrote, written, sleep, slept, catch, caught).
- spell plural words ending in -ves (e.g., leaf/leaves, life/lives, knife/knives).
- spell words with ei and ie (e.g., weigh, neither, field, chief).
- spell words with the suffix of -y (e.g., cloudy, hungry, gloomy).
- spell words with prefixes un-, dis- and non- (e.g., unable, disappear, nonsense).
- spell words with suffixes -ful and -less (e.g., wonderful, careless).
- spell words with suffix -ly (e.g., quickly, easily, gently).
- spell correctly fourth grade list of Commonly Misspelled Words. (See Appendix.)

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PROCESS**Students will:**

- free-write regularly to enhance fluency and ease in composing.
- apply the writing process. (See Glossary.)
- use prewriting strategies that include graphic organizers or an outline when beginning a fiction or nonfiction piece.
- use information gathered to write an expository piece.
- revise after receiving feedback from peers and teachers. In collaboration with others, use a variety of revising and editing strategies to improve the style and effectiveness of writing (e.g., carets, arrows, cutting and pasting, underlining in certain colors, and number inserts).
- experiment with writing interesting lead sentences.
- produce writing that sustains a clear focus.
- produce a neat final copy independently.

GRAMMAR/USAGE/MECHANICS**Students will:**

- edit for spelling and items listed in Mechanics and Usage Grades K-4.
- identify, define, and properly use nouns, pronouns, verbs, and adjectives.
- self-edit for: subject-verb agreement, correct comparative and superlative forms of adjectives, and the correct case of pronoun.
- self-edit for agreement of pronoun and referent (e.g., My dog has puppies. She has six.).
- Capitalize:
 - titles of people.
 - titles of books, short stories, poems, plays, periodicals, articles, documents, songs, films, and major works of art.
 - first and last words of a title and major words in between.
 - first word in a direct quotation.
 - all proper nouns: people, cities, states, countries, holidays, streets, and official state nicknames.
- Punctuate:
 - apostrophes to indicate contractions and possession.
 - periods after abbreviations except in states.
 - periods after numbers in a list.
 - quotation marks for a direct quotation.
 - commas to separate a direct quotation from the rest of a sentence.
 - titles of books by underlining or italicizing.
 - hyphens to divide a word at the end of a line with a dictionary and teacher support.

HANDWRITING**Students will:**

- practice and refine cursive writing for increased legibility and speed.
- use cursive on a regular basis for written work.

STANDARD #3 – Students will demonstrate the interest and ability to speak purposefully and articulately, as well as listen and view attentively and critically.

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Students will:

- use appropriate articulation, pronunciation, volume, and inflection.
- listen and view responsively by using eye contact, body language, and focus.
- monitor understanding of the spoken message and seek clarification as needed.
- respond appropriately to speaker's messages (both verbal and nonverbal), purposes, and perspectives.
- listen to identify examples of rich language such as similes, rhyme schemes, and interesting vocabulary.
- present dramatic interpretations of experiences, stories, poems, and/or plays.
- choose and adapt spoken language to the audience, purpose, and occasion.
- demonstrate the ability to speak correctly.
- listen for main points and supporting evidence.
- view for main points and supporting evidence.
- articulate and support a personal point of view.
- make prepared presentations to a group.
- integrate visuals to clarify and refine ideas before making a presentation (e.g., diagram, time line, picture).
- Follow and give a multi-step direction.

STANDARD #4 – Students will demonstrate competence in understanding, appreciating, interpreting, and critically analyzing classical and contemporary American and British literature as well as literary works translated into English.

READING BEHAVIORS

Students will:

- begin to understand the characteristics of a variety of types of literature with an emphasis on poetry.
- self-monitor comprehension.
- stop, reread, and/or ask for help when difficulties are encountered in understanding the text.
- repair faulty comprehension.
- read to answer specific questions or for specific purposes.
- begin to distinguish between cause and effect, true and false, main idea and supporting details, and fact and opinion.
- demonstrate think-aloud behaviors as modeled by the teacher.
- explain that literature can be used to better understand themselves and others.
- review literary concepts and terms taught in previous grades.
- understand literary terms and concepts: metaphor, climax, rising/developing action, exaggeration, conflict (add person vs. person), point-of-view (add 3rd person), and novel.
- self-select appropriate reading materials with consideration for ability and interest.

METACOGNITIVE STRATEGIES

- use comprehension strategies (flexibly and as needed) while reading or listening to literature.

CONNECTING

Students will:

- make text-to-self, text-to-text, and text-to-world connections about works they read, hear, and view.
- explore new points-of-view outside their range of experience through their identification with characters.
- develop an understanding of American culture and the world in which they live.

QUESTIONING

Students will:

- ask questions about works including questions about plot, setting, character, theme, conflict and resolution, and point-of-view through works they read, hear, and view.
- answer questions about works including questions about plot, setting, character, theme, conflict and resolution, and point-of-view through works they read, hear, and view.

VISUALIZING

Students will:

- use all the senses to comprehend texts.
- visualize from a vivid piece of text.
- visualize in nonfiction texts to better understand the dimensions of size, shape, and time.

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DETERMINING IMPORTANCE

Students will:

- distinguish important from less important ideas in fiction and nonfiction texts.
- begin to find evidence of character motivation in the text.
- identify the conflict and its resolution.

INFERRING

Students will:

- begin to independently identify author's purpose or intent in written, spoken, or audio-visual texts.
- make predictions based on explicit or implicit information from the text and/or personal experience.
- evaluate predictions.

SYNTHESIZING

Students will:

- compare and contrast literary works with a focus on character, setting, and conflict.
- apply concepts from works to their personal experiences, to the local environment, to current events, and to historical topics.
- understand that a single text, including poetry, novels, essays, spoken and audiovisual presentations, and accounts of events from real-life, may elicit a variety of responses and interpretations.

STANDARD #5 – Students will demonstrate competence in using the interactive Language processes of reading, writing, speaking, listening, and viewing to gather and organize information in a variety of subject areas.

Students will:

- continue to use a strategy to identify information.
- begin to evaluate questions according to established purpose.
- continue to use reference tools, including the thesaurus.
- begin to access the internet.
- continue to use organizational features including timelines.
- continue to use organizational strategies such as timelines, highlighting, note-taking, and graphic organizers.
- read, listen to, view, and understand a variety of informational resources at the appropriate grade level.
- begin to paraphrase main idea in written, spoken, audio-visual, and graphic materials, and begin to discriminate between fact and opinion.