

**Reading: Students read a wide variety of text with understanding and fluency.**

<b>FOURTH GRADE</b>
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**1. A, B Apply word analysis and vocabulary skills to read and comprehend selections and improve fluency.**

I. Read Fluently

1. Read age-appropriate material aloud with fluency and accuracy.
2. Demonstrate creative responses to text (e.g., dramatizations, oral presentations) after reading.

II. Recognize unfamiliar words and understand new vocabulary

1. Use context and previous experience to determine the meanings of unfamiliar words.
2. Use and discuss vocabulary strategies including structural analysis (root words, prefixes, suffixes), word origins, and synonyms/antonyms.
3. Recognize the difference between denotative and connotative meanings of words.
4. Determine the meaning of a word in context when the word has multiple meanings.
5. Use text and media source materials as applicable to clarify meanings of unfamiliar words.

**1. B, C Apply reading strategies and comprehension skills to construct meaning and improve fluency.**

**2. A Understand how literary elements and techniques are used to convey meaning.**

**2. B Read and interpret a variety of literary works.**

**Reading strategies:**

I. Infer/ predict

1. Use evidence in text to modify predictions.
2. Infer before, during and after reading.
3. Make inferences about character traits and check text for verification.
4. Infer cause/effect relationships in expository text.
5. Make a reasonable judgment with support from the text.
6. Support an interpretation by citing the text.

II. Make connections/Use schema

1. Demonstrate an accurate understanding of information by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
2. Identify and compare characters' attributes across stories.
3. Identify and represent mental images.
4. Compare one or more story elements and points of view in a variety of works by a variety of authors from different times and cultures.

III. Ask Questions

1. Use evidence in text to modify questions and respond to open-ended questions.
2. Respond to analytical and interpretive questions based on information in text.
3. Select passages in nonfiction materials to answer specific questions.
4. Use information to generate and respond to questions that reflect critical thinking skills.
5. Use self-questioning and teacher questioning to promote active reading.
6. Use information in text or illustrations to generate questions about the cause of a specific effect.
7. Formulate questions to determine meaning based on plot/character, action or setting.
8. Ask open-ended questions.

**Reading strategies (cont'd):****IV. Monitoring and Clarifying**

1. Apply self-monitoring and self-correcting strategies (e.g., reread, read ahead, use visual and contextual clues, ask questions, retell, clarify terminology, seek additional information) continuously to clarify.
2. Apply self-monitoring techniques to adjust rate and utilize various resources according to purposes and materials.
3. Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
4. Apply appropriate reading strategies to texts within and across content areas.
5. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.
6. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).

**V. Summarizing and Synthesizing**

1. Summarize or retell information from a text.
2. Summarize information found in illustrations, charts and other graphics.
3. Paraphrase/summarize narrative text according to text structure.

**VI. Determining Importance**

1. Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
2. Identify explicit and implicit main ideas.
3. Recognize main ideas and secondary ideas in expository text.
4. Identify the theme in selected stories and books.

**Comprehension Skills****I. Choose "Just-Right" books**

1. Select books appropriate to reading levels or interests.
2. Investigate literature from a variety of cultures, genres and eras.
3. Read a wide range of fiction and nonfiction.

**II. Understand text structure and genre**

1. Identify and begin to interpret text information gathered from diagrams, graphs or maps before, during and after reading in both fiction and nonfiction materials.
2. Recognize nonfiction text structure (e.g., sequence, list/example description, comparison, cause/effect, problem/solution) before and after reading.
3. Use information from simple tables, maps, and charts to increase comprehension in a variety of age-appropriate materials, both fiction and nonfiction.

**III. Consider author's point of view and purpose**

1. Identify the author's purpose and main idea.
2. Recognize how specific authors and illustrators express their ideas in text and graphics.
3. Recognize similarities and differences when presented with varying styles or points of view.

**IV. Understand fact and opinion**

1. Differentiate between fact and opinion.

**V. Understand literary devices**

1. Identify and analyze figurative language (e.g., metaphor, simile, onomatopoeia, and hyperbole) in text.
2. Identify poetic devices (e.g. alliteration, assonance, consonance, onomatopoeia, rhyme scheme).
3. Identify rhythm and rhyme in original work.

**Writing: Students write to communicate for a variety of purposes.**

<b>FOURTH GRADE</b>
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**Write successfully in a variety of forms.**

Writing format

- Poetry
- Expository: description of process, informational text, descriptive writing, business letter
- Narrative: journal, friendly letter, personal writing, folklore, realistic fiction, biography/autobiography, play/dramatization
- Persuasive

**Implement the process of writing from the generation of ideas to publication.**

- Brainstorming
- Pre-writing: generate and organize ideas using a variety of planning strategies
- Drafting
- Revising: engage reader by developing reader interest, identify strengths and weaknesses in own writing
- Proofreading: give specific attention to significant errors in spelling and grammar
- Publishing

**Compose well-organized and coherent writing for specific purposes and audiences that demonstrate:**

Focus

- Introduce characters, feelings, setting, tone/mood (N)
- Maintain topic/position throughout
- Use effective closing
- Introduce topic clearly (E/P)

Organization – 3 to 5 Paragraphs

- Organize ideas/events in a paragraph in logical, sequential order (N)
- Use time transitions between paragraphs (N)
- Use logical transitions within paragraphs
- Use logical introduction (E/P))
- Use transitions between paragraphs (E/P)
- Begin to use alternative transitional devices
- Use multiple paragraphs

Elaboration/Support

- Depth is present (N)
- Use specific details including reactions (N)
- Begin to include alternate support strategies
- Support each reason with specific details (E/P)
- Use second order support (E/P)

Voice

- Vary sentence structure
- Use specific adjectives, nouns, and descriptive verbs
- Demonstrate selective word choice

## **Use conventions of the English Language, including:**

### Grammar

- Parts of speech: nouns, prepositions, pronouns, verbs, adjectives, adverbs, conjunctions, transitions
- Sentence parts: fragments, subject/predicate
- Subject/verb agreement
- Verbs: action, helping, linking, regular/irregular
- Verb tenses
- Sentence structure: simple, compound, complex
- Sentence types: declarative, interrogative, exclamatory, imperative

### Spelling

- Vowels: long vowel patterns, short vowels, r-controlled
- Contractions
- Special spelling patterns in Units 1-6
- Inflected endings
- Irregular plurals
- Multi-syllabic words

### Capitalization

- Proper noun
- Sentence
- Titles
- Pronoun "I"
- Direct address

### Punctuation

- End punctuation
- Comma use
- Quotation marks
- Apostrophe
- Colon
- Hyphen
- Parenthesis
- Semicolon

## **Create compositions and multimedia works using available technology**

Use the media center/library

Use appropriate resources: books, newspapers, magazines, technology

**Communication: Students listen and speak effectively in a variety of situations**

FOURTH GRADE
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**Listen effectively in formal and informal situations.**

- Ask and answer questions
- Follow and restate directions
- Determine purposes for listening
- Analyze/evaluate the intent/content of the speaker's message
- Listen for poetic language
- Participate in group discussions
- Respond to the speaker
- Use nonverbal communication techniques

**Speak effectively using language appropriate to the situation and audience.**

- Ask and answer questions
- Describe ideas and feelings
- Give directions
- Participate in group discussions
- Share information
- Speak clearly and at an appropriate volume
- Understand formal and informal language
- Read orally
- Summarize/retell stories
- Use appropriate vocabulary for audience
- Present oral reports
- Read fluently, with expression, phrasing, and intonation

**Research: Students use language to acquire, assess, and communicate information.**

FOURTH GRADE
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**Use information from various sources to answer questions, solve problems, and communicate ideas.**

Process

- Formulate questions for inquiry and research
- Use collaborative inquiry
- Summarize and organize information
- Communicate research progress results
- Find needed information
- Make conjectures
- Plan investigation
- Recognize information needs
- Revise questions and conjectures
- Give reports
- Take notes
- Determine appropriate resources (media source, reference books, experts, internet)

Resources

- Use charts, graphs, diagrams/visual aides
- Use a Media Center/Library
- Use newspapers and magazines
- Gather information from visual images
- Use a dictionary/glossary
- Use a thesaurus
- Use maps and globes
- Use time lines
- Use an encyclopedia

**Analyze and evaluate information acquired from various sources.**

- Compare visual and written material on the same subject
- View/discuss culturally rich materials
- Analyze purposes and techniques of the media
- Develop the ability to view critically

**Apply acquired information, concepts, and ideas to communicate in a variety of formats.**

See Outcomes 2, 3

Written Communication

Oral Communication

Visual Presentation