

Grade Four

In the fourth grade, students expand and deepen their knowledge of reading, writing, and speaking, as well as their understanding of the connections among different types of communication. Fourth grade students read and comprehend texts from a variety of genres (fiction, nonfiction, poetry, and drama), and they can understand and learn from texts without having a teacher preview the material for them. Students also read and understand informational texts from other subject areas in addition to language arts. As they read, students in the fourth grade independently use a variety of metacognitive strategies to deepen and expand their understanding of the material. These strategies include using self-questioning techniques when reading materials seem contradictory or hard to understand.

Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Fourth graders write daily in order to maximize and formalize their writing skills. Students communicate their personal voices in writing, expressing ideas through journals, notes, and e-mail. Students are aware of the connections between reading and writing, and they begin to use reading and writing strategies interchangeably. These students are ready for opportunities to discuss books and to expand their vocabularies for deeper comprehension of texts. They understand and articulate how authors use a variety of techniques and craft in their writing, and they show evidence of the author's craft in their own writing.

In their verbal interactions, students communicate effectively with different audiences. Fourth graders engage in student-to-student and student-to-teacher interactions about a variety of texts and concepts. They use appropriate conversational skills, and they speak in turns rather than all at once during group interaction. Students participate in a cooperative learning environment, and they move independently around the room to gain information from other students. Fourth graders are also ready for more complex assignments that ask them to use sources to inform their oral and written discussions of topics.

Reading

In reading a text closely, the student works carefully to discern the author's perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning so that the interpretation will be sound.

ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Relates theme in works of fiction and nonfiction to personal experience.
- b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.
- c. Identifies the speaker of a poem or story.
- d. Identifies sensory details and figurative language.
- e. Identifies and shows the relevance of foreshadowing clues.
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
- h. Identifies themes and lessons in folktales, tall tales, and fables.
- i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- a. Locates facts that answer the reader's questions.
- b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).
- c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, illustrations).
- d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, cause and effect).
- e. Distinguishes cause from effect in context.
- f. Summarizes main ideas and supporting details.
- g. Makes perceptive and well-developed connections.
- h. Distinguishes fact from opinion or fiction.

ELA4R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

ELA4R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student

- a. Reads a variety of texts and incorporates new words into oral and written language.
- b. Determines the meaning of unknown words using their context.
- c. Identifies the meaning of common root words to determine the meaning of unfamiliar words.
- d. Determines meanings of words and alternate word choices using a dictionary or thesaurus.
- e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).
- f. Identifies the meaning of common idioms and figurative phrases.
- g. Identifies playful uses of language (e.g., puns, jokes, palindromes).
- h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.
- i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.

ELA4R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student

- a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
- b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).
- c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

Writing

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

ELA4W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent

focus throughout, and signals a satisfying closure. The student

- a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
- b. Writes texts of a length appropriate to address the topic or tell the story.
- c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- d. Uses appropriate structures to ensure coherence (e.g., transition elements).

ELA4W2 The student demonstrates competence in a variety of genres.

The student produces a narrative that:

- a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
- b. Establishes a plot, setting, and conflict, and/or the significance of events.
- c. Creates an organizing structure.
- d. Includes sensory details and concrete language to develop plot and character.
- e. Excludes extraneous details and inconsistencies.
- f. Develops complex characters through actions describing the motivation of characters and character conversation.
- g. Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.
- h. Provides a sense of closure to the writing.

The student produces informational writing (e.g., report, procedures, correspondence) that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Frames a central question about an issue or situation.
- c. Creates an organizing structure appropriate to a specific purpose, audience, and context.
- d. Includes appropriate facts and details.
- e. Excludes extraneous details and inappropriate information.
- f. Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
- g. Draws from more than one source of information such as speakers, books, newspapers, and online materials.
- h. Provides a sense of closure to the writing.

The student produces a response to literature that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- b. Advances a judgment that is interpretive, evaluative, or reflective.
- c. Supports judgments through references to the text, other works, authors, or

- non-print media, or references to personal knowledge.
- Demonstrates an understanding of the literary work (e.g., a summary that contains the main idea and most significant details of the reading selection).
 - Excludes extraneous details and inappropriate information.
 - Provides a sense of closure to the writing.

The student produces a persuasive essay that:

- Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
- States a clear position.
- Supports a position with relevant evidence.
- Excludes extraneous details and inappropriate information.
- Creates an organizing structure appropriate to a specific purpose, audience, and context.
- Provides a sense of closure to the writing.

ELA4W3 The student uses research and technology to support writing. The student

- Acknowledges information from sources.
- Locates information in reference texts by using organizational features (e.g., prefaces, appendices).
- Uses various reference materials (e.g., dictionary, thesaurus, encyclopedia, electronic information) as aids to writing.
- Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).

ELA4W4 The student consistently uses a writing process to develop, revise, and evaluate writing. The student

- Plans and drafts independently and resourcefully.
- Revises selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.
- Edits to correct errors in spelling, punctuation, etc.

Conventions

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of Standard English conventions helps readers understand and follow

the student’s meaning, while errors can be distracting and confusing. Standard English conventions are the “good manners” of writing and speaking that make communication fluid.

ELA4C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student

- a. Recognizes the subject-predicate relationship in sentences.
- b. Uses and identifies four basic parts of speech (adjective, noun, verb, adverb).
- c. Uses and identifies correct mechanics (end marks, commas for series, capitalization), correct usage (subject and verb agreement in a simple sentence), and correct sentence structure (elimination of sentence fragments).
- d. Uses and identifies words or word parts from other languages that have been adopted into the English language.
- e. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.
- f. Uses knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
- g. Spells most commonly used homophones correctly (there, they’re, their; two, too, to).
- h. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound).

—**Listening/Speaking/Viewing**—

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA4LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student

- a. Initiates new topics in addition to responding to adult-initiated topics.
- b. Asks relevant questions.
- c. Responds to questions with appropriate information.
- d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., “What if. . .”; “Very likely. . .”; “I’m unsure whether. . .”).
- e. Confirms understanding by paraphrasing the adult’s directions or suggestions.
- f. Displays appropriate turn-taking behaviors.
- g. Actively solicits another person’s comments or opinions.
- h. Offers own opinion forcefully without domineering.

- i. Responds appropriately to comments and questions.
- j. Volunteers contributions and responds when directly solicited by teacher or discussion leader.
- k. Gives reasons in support of opinions expressed.
- l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.

ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Demonstrates an awareness of the presence of the media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.
- c. Judges the extent to which the media provides a source of entertainment as well as a source of information.

When delivering or responding to presentations, the student:

- a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
- b. Uses notes, multimedia, or other memory aids to structure the presentation.
- c. Engages the audience with appropriate verbal cues and eye contact.
- d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.
- e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.