

4th Grade – Language Arts

CONTENT: Phonemic Awareness, Word Recognition and Fluency

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

CONTENT: Acquisition of Vocabulary

Skills Based on Academic Content Standards
Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.
Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
Recognize the difference between the meanings of connotation and denotation.
Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
Identify and understand new uses of words and phrases in text, such as similes and metaphors.
Identify word origins to determine the meaning of unknown words and phrases.
Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.
Identify the meanings of abbreviations.
Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

CONTENT: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Skills Based on Academic Content Standards
Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
Compare and contrast information on a single topic or theme across different text and non-text resources.
Summarize important information in texts to demonstrate comprehension.
Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
Select, create and use graphic organizers to interpret textual information.
Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back.
List questions and search for answers within the text to construct meaning.
Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

CONTENT: Reading Applications: Informational, Technical and Persuasive Text

Skills Based on Academic Content Standards
Make inferences about informational text from the title page, table of contents and chapter headings.
Summarize main ideas in informational text, using supporting details as appropriate.
Locate important details about a topic using different sources of information including books, magazines, newspapers and online resources.
Identify examples of cause and effect used in informational text.
Draw conclusions from information in maps, charts, graphs and diagrams.
Clarify steps in a set of instructions or procedures for completeness.
Distinguish fact from opinion.

CONTENT: Reading Applications: Literary Text

Skills Based on Academic Content Standards
Describe the thoughts, words and interactions of characters.
Identify the influence of setting on the selection.
Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.
Identify the speaker and recognize the difference between first- and third-person narration.
Determine the theme and whether it is implied or stated directly.
Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.
Explain how an author's choice of words appeals to the senses and suggests mood.
Identify figurative language in literary works, including idioms, similes and metaphors.

CONTENT: Writing Processes

Skills Based on Academic Content Standards
Generate writing ideas through discussions with others and from printed material.
State and develop a clear main idea for writing.
Develop a purpose and audience for writing.
Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.
Vary simple, compound and complex sentence structures.
Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases.
Vary language and style as appropriate to audience and purpose.
Use available technology to compose text.
Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).
Add descriptive words and details and delete extraneous information.
Rearrange words, sentences and paragraphs to clarify meaning.
Use resources and reference materials, including dictionaries, to select more effective vocabulary.
Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose using techniques such as electronic resources and graphics to enhance the final product.

CONTENT: Writing Applications

Skills Based on Academic Content Standards
Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view.
Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.
Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure.
Write informational reports that include facts and examples and present important details in a logical order.
Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

CONTENT: Writing Conventions

Skills Based on Academic Content Standards

Write legibly in cursive, spacing letters, words and sentences appropriately.

Spell high-frequency words correctly.

Spell plurals and inflectional endings correctly.

Spell roots, suffixes and prefixes correctly.

Use commas, end marks, apostrophes and quotation marks correctly.

Use correct capitalization.

Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).
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Use conjunctions and interjections.

Use adverbs.

Use prepositions and prepositional phrases.

Use objective and nominative case pronouns.

Use subjects and verbs that are in agreement.

Use irregular plural nouns.

CONTENT: Research

Skills Based on Academic Content Standards

Identify a topic and questions for research and develop a plan for gathering information.

Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

Identify important information found in the sources and summarize important findings.

Create categories to sort and organize relevant information charts, tables or graphic organizers.

Discuss the meaning of plagiarism and create a list of sources.

Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.
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CONTENT: Communication: Oral and Visual

Skills Based on Academic Content Standards
Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.
Distinguish between a speaker's opinions and verifiable facts.
Demonstrate an understanding of the rules of the English language.
Select language appropriate to purpose and audience.
Use clear diction and tone, and adjust volume and tempo to stress important ideas.
Adjust speaking content according to the needs of the audience.
Deliver informational presentations (e.g., expository, research) that: <ol style="list-style-type: none">present events or ideas in a logical sequence and maintain a clear focus;demonstrate an understanding of the topic;include relevant facts, details, examples, quotations, statistics, stories and anecdotes to clarify and explain information;organize information to include a clear introduction, body and conclusion;use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; anddraw from several sources and identify sources used.Include relevant facts and details from multiple sources to develop topic;organize information, including a clear introduction, body and conclusion;use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; andidentify sources.
Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.