

**Acquisition of Vocabulary Standard**

**A Use context clues and text structures to determine the meaning of new vocabulary.**

- \_\_\_\_\_ 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues.
- \_\_\_\_\_ 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs. (Homonym-a word with different origin and meaning but the same oral or written form as one or more other words, as *bear* (an animal) vs. *bear* (to support) vs. *bare* (exposed).

**B Infer word meaning through identification and analysis of analogies and other word relationships.**

- \_\_\_\_\_ 4. Identify and apply the meaning of the terms synonym, antonym, homophone and homograph.
- \_\_\_\_\_ 5. Identify and understand new uses of words and phrases in text, such as similes and metaphors.

**C Apply knowledge of connotation and denotation to learn the meanings of words.**

- \_\_\_\_\_ 3. Recognize the difference between the meanings of connotation and denotation.

**D Use knowledge of symbols, acronyms,, word origins and derivations to determine the meanings of unknown words.**

- \_\_\_\_\_ 6. Identify word origins to determine the meaning of unknown words and phrases.
- \_\_\_\_\_ 8. Identify the meanings of abbreviations.

**E Use knowledge of roots and affixes to determine the meanings of complex words.**

- \_\_\_\_\_ 7. Identify the meanings of prefixes, suffixes and roots and their various forms to determine the meanings of words.

**F Use multiple resources to enhance comprehension of vocabulary.**

- \_\_\_\_\_ 9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.

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

**A Determine a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.**

- \_\_\_\_\_ 1. Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems.
- \_\_\_\_\_ 6. Select, create and use graphic organizers to interpret textual information.

**B Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons, using information in text, between text and across subject areas.**

- \_\_\_\_\_ 2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
- \_\_\_\_\_ 3. Compare and contrast information on a single topic or theme across different text and non-text resources.
- \_\_\_\_\_ 5. Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.
- \_\_\_\_\_ 6. Select, create and use graphic organizers to interpret textual information.

## 4<sup>th</sup> Grade Language Arts Indicators

### **C Make meaning through asking and responding to a variety of questions related to text.**

\_\_\_\_\_ 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.

### **D Apply self-monitoring strategies to clarify confusion about text and to monitor comprehension.**

\_\_\_\_\_ 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming scanning, reading on or looking back.

\_\_\_\_\_ 9. List questions and search for answers within the text to construct meaning.

\_\_\_\_\_ 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).

\_\_\_\_\_ 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

## **Reading Applications: Informational, Technical and Persuasive Text Standard Literary Text Standard**

### **A Use text features and graphics to organize, analyze and draw inferences from content and to gain additional information.**

\_\_\_\_\_ 1. Make inferences about informational text from the title page, table of contents and chapter headings.

\_\_\_\_\_ 5. Draw conclusions from information in maps, charts, graphs and diagrams.

### **B Recognize the difference between cause and effect and fact and opinion to analyze text.**

\_\_\_\_\_ 4. Identify examples of cause and effect used in informational text.

\_\_\_\_\_ 7. Distinguish fact from opinion.

### **C Explain how main ideas connect to each other in a variety of sources.**

\_\_\_\_\_ 3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.

### **D Identify arguments and persuasive techniques used in informational text.**

### **E Explain the treatment, scope and organization of ideas from different texts to draw conclusions about a topic.**

### **F Determine the extent to which a summary accurately reflects the main idea, critical details and underlying meaning of original text.**

\_\_\_\_\_ 2. Summarize main ideas in informational text, using supporting details as appropriate.

## **Literary Text Standard**

### **A Describe and analyze the elements of character development.**

\_\_\_\_\_ 1. Describe the thoughts, words and interactions of characters.

### **B Analyze the importance of setting.**

\_\_\_\_\_ 2. Identify the influence of setting on the selection.

### **C Identify the elements of plot and establish a connection between an element and a future event.**

\_\_\_\_\_ 3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.

### **D Differentiate between the points of view in narrative text.**

## 4<sup>th</sup> Grade Language Arts Indicators

\_\_\_\_\_ 4. Identify the speaker and recognize the difference between first- and third-person narration.

### **E Demonstrate comprehension by inferring themes, patterns and symbols.**

\_\_\_\_\_ 5. Determine the theme and whether it is implied or stated directly.

### **F Identify similarities and differences of various literary forms and genres.**

\_\_\_\_\_ 6. Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction and non-fiction.

### **G Explain how figurative language expresses ideas and conveys mood.**

\_\_\_\_\_ 7. Explain how an author's choice of words appeals to the senses and suggests mood.

\_\_\_\_\_ 8. Identify figurative language in literary works, including idioms, similes and metaphors.

## **Writing Process Standard**

### **A Generate ideas and determine a topic suitable for writing.**

\_\_\_\_\_ 1. Generate writing ideas through discussions with others and from printed material.

\_\_\_\_\_ 2. State and develop a clear main idea for writing.

### **B Determine audience and purpose for self-selected and assigned writing tasks.**

\_\_\_\_\_ 3. Develop a purpose and audience for writing.

### **C Apply knowledge of graphic or other organizers to clarify ideas of writing assessments.**

\_\_\_\_\_ 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.

### **D Spend the necessary amount of time to revisit, rework and refine pieces of writing.**

\_\_\_\_\_ 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).

### **E Use revision strategies to improve the coherence of ideas, clarity of sentence structure and effectiveness of word choices.**

\_\_\_\_\_ 5. 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.

\_\_\_\_\_ 6. Vary simple, compound and complex sentences structures.

\_\_\_\_\_ 7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases.

\_\_\_\_\_ 8. Vary language and style as appropriate to audience and purpose.

\_\_\_\_\_ 9. Use available technology to compose text.

\_\_\_\_\_ 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair).

\_\_\_\_\_ 11. Add descriptive words and details and delete extraneous information.

\_\_\_\_\_ 12. Rearrange words, sentences and paragraphs to clarify meaning.

### **F Use a variety of resources and reference materials to select more effective vocabulary when editing.**

\_\_\_\_\_ 13. Use resources and reference materials, including dictionaries, to select more effective vocabulary.

### **G Edit to improve sentence fluency, grammar and usage.**

\_\_\_\_\_ 14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.

### **H Apply tools to judge the quality of writing.**

\_\_\_\_\_ 15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.

## 4<sup>th</sup> Grade Language Arts Indicators

### **I Prepare writing for publication that is legible, follows an appropriate format and uses techniques such as electronic resources and graphics.**

- \_\_\_\_\_ 16. 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.

### **Writing Applications Standard**

#### **A Write narrative accounts that develop character, setting and plot.**

- \_\_\_\_\_ 1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters, and setting and to establish a point of view.

#### **B Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.**

- \_\_\_\_\_ 2. Write responses to novels, stories and poems that include simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge.

#### **C Write formal and informal letters that include important details and follow correct letter format.**

- \_\_\_\_\_ 3. 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 and demonstrate a sense of closure.

#### **D Write informational reports that include facts, details and examples that illustrate an important idea.**

- \_\_\_\_\_ 4. Write informational reports that include facts and examples, and present important details in a logical order.  
\_\_\_\_\_ 5. Produce informal writings (e.g., messages, journals, notes, and poems) for various purposes.

### **Writing Conventions Standard**

#### **A Write legibly in finished drafts.**

- \_\_\_\_\_ 1. Write legibly in cursive, spacing letters, words and sentences appropriately.

#### **B Spell grade-appropriate words correctly.**

- \_\_\_\_\_ 2. Spell high-frequency words correctly.  
\_\_\_\_\_ 3. Spell plurals and inflectional endings correctly.  
\_\_\_\_\_ 4. Spell roots, suffixes and prefixes correctly.

#### **C Use conventions of punctuation and capitalization in written work.**

- \_\_\_\_\_ 5. Use commas, end marks, apostrophes and quotation marks correctly.  
\_\_\_\_\_ 6. Use correct capitalization.

#### **D Use grammatical structures to effectively communicate ideas in writing**

- \_\_\_\_\_ 7. Use various parts of speech such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).  
\_\_\_\_\_ 8. Use conjunctions and interjections.  
\_\_\_\_\_ 9. Use adverbs.  
\_\_\_\_\_ 10. Use prepositions and prepositional phrases.  
\_\_\_\_\_ 11. Use objective and nominative case pronouns  
\_\_\_\_\_ 12. Use subjects and verbs that are in agreement.  
\_\_\_\_\_ 13. Use irregular plural nouns.

### **Research Standard**

**A Identify a topic of study, construct questions and determine appropriate sources for gathering information.**

- \_\_\_\_\_ 1. Identify a topic and questions for research and develop a plan for gathering information.
- \_\_\_\_\_ 2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

**B Select and summarize important information and sort key findings into categories about a topic.**

- \_\_\_\_\_ 3. Identify important information found in the sources and summarize the important findings.
- \_\_\_\_\_ 4. Create categories to sort and organize relevant information charts, tables or graphic organizers.

**C Create a list of sources used for oral, visual, written or multimedia reports.**

- \_\_\_\_\_ 5. Discuss the meaning of plagiarism and create a list of sources.

**D Communicate findings orally, visually and in writing or through multimedia.**

- \_\_\_\_\_ 6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

### **Communication: Oral and Visual Standard**

**A Demonstrate active listening strategies by asking clarifying questions and responding to questions with appropriate elaboration.**

- \_\_\_\_\_ 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).

**B Respond to presentations and media messages by stating the purpose and summarizing main ideas.**

- \_\_\_\_\_ 2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media.

**C Use clear and specific vocabulary to communicate ideas and to establish tone appropriate to the topic, audience and purpose.**

- \_\_\_\_\_ 4. Demonstrate an understanding of the rules of the English language.
- \_\_\_\_\_ 5. Select language appropriate to purpose and audience.
- \_\_\_\_\_ 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas.
- \_\_\_\_\_ 7. Adjust speaking content according to the needs of the audience.

**D Identify examples of facts and opinions and explain their differences.**

- \_\_\_\_\_ 3. Distinguish between a speaker's opinions and verifiable facts.

**E Organize presentations to provide a beginning, middle and ending and include concrete details.**

- \_\_\_\_\_ 8. Deliver informational presentations that:
  - a. present events or ideas in a logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, including a clear introduction, body and conclusion;
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. identify sources.

## 4<sup>th</sup> Grade Language Arts Indicators

### **F Clarify information in presentations through the use of important details from a variety of sources, effective organization and a clear focus.**

- \_\_\_\_\_ 8. Deliver informational presentations that:
- a. present events or ideas in a logical sequence and maintain a clear focus;
  - b. demonstrate an understanding of the topic;
  - c. include relevant facts and details from multiple sources to develop topic;
  - d. organize information, including a clear introduction, body and conclusion;
  - e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - f. identify sources.

### **G Deliver a variety of presentations, using visual materials as appropriate.**

- \_\_\_\_\_ 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.