

Fourth Grade

Reading	
	Apply decoding strategies for unknown words when reading.
	Read grade-level instructional text with fluency, accuracy and expression, adjusting reading rate to difficulty and type of text.
	Develop vocabulary through text, using <ul style="list-style-type: none"> ▪ root words and affixes, ▪ synonyms and antonyms, ▪ context clues, and ▪ glossary and dictionary.
	Apply pre-reading strategies to aid comprehension- <ul style="list-style-type: none"> ▪ access prior knowledge, ▪ preview, ▪ predict, and ▪ set a purpose for reading.
	During reading, utilize strategies to <ul style="list-style-type: none"> ▪ self-question and correct, ▪ infer, ▪ visualize, ▪ predict and check using cueing systems for meaning, structure and visual.
	Apply post-reading skills to comprehend text- <ul style="list-style-type: none"> ▪ question to clarify, ▪ reflect, ▪ analyze, ▪ draw conclusions, ▪ summarize, ▪ paraphrase.
	Identify and explain connections between <ul style="list-style-type: none"> ▪ text ideas --- information and relationships in various fiction and non-fiction works, ▪ text ideas and own experiences, ▪ text ideas and the world by demonstrating an awareness that literature reflects a culture and historic time frame.
	Locate <ul style="list-style-type: none"> ▪ interpret and apply information in title, table of contents and glossary, ▪ and recognize the text features of fiction, poetry and drama in grade-level text.
	Explain examples of sensory details and figurative language within the context of poetry and prose.

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	<p>Use details from text to</p> <ul style="list-style-type: none"> ▪ make inferences about setting, character traits, problem and solution and story events, ▪ make predictions, ▪ draw conclusions, ▪ identify cause and effect, ▪ compare and contrast various elements, ▪ identify author's purpose
	<p>Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text.</p>
	<p>Explain examples of sensory details and figurative language within the context of nonfiction text.</p>
	<p>Use details from text to</p> <ul style="list-style-type: none"> ▪ retell main ideas, ▪ organize a sequence of events, ▪ identify cause and effect, ▪ draw conclusions, ▪ compare and contrast texts, ▪ make predictions, ▪ make inferences, ▪ distinguish between fact and opinion, ▪ identify and explain author's purpose, ▪ make inferences about problems and solutions.
	<p>Read and follow three- and four-step directions to complete a task.</p>
<u>Writing</u>	
	<p>Follow a writing process to</p> <ul style="list-style-type: none"> ▪ independently use a simple graphic organizer in prewriting, ▪ generate a draft, ▪ routinely revise, edit and proofread, ▪ independently publish writing.
	<p>Use conventions of capitalization in written text-</p> <ul style="list-style-type: none"> ▪ holidays, ▪ names of counties and countries.
	<p>In composing text, use</p> <ul style="list-style-type: none"> ▪ comma in a series, ▪ comma between city and state, ▪ apostrophe in contractions, ▪ apostrophe in singular possessives, with assistance.

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	<p>Use parts of speech correctly in written text-</p> <ul style="list-style-type: none"> ▪ verbs that agree with compound subject, ▪ connecting words to link ideas (conjunctions).
	<p>In writing, use</p> <ul style="list-style-type: none"> ▪ correct spelling of grade-level frequently used words, ▪ spelling strategies and patterns, ▪ classroom resources and dictionary to verify correct spelling.
	<p>In composing text,</p> <ul style="list-style-type: none"> ▪ use complete declarative, interrogative, imperative and exclamatory sentences, ▪ identify and write compound sentences.
	<p>Write narrative text that</p> <ul style="list-style-type: none"> ▪ moves through a logical sequence of events, ▪ includes details to develop the plot, characters and setting.
	<p>Identify concepts and ideas in written text to complete an organizer.</p>
	<p>Write expository and persuasive paragraphs with</p> <ul style="list-style-type: none"> ▪ a main idea or point to prove, ▪ three or more supporting details, ▪ a concluding sentence.
	<p>Write informational reports, diary/journal entries, organized friendly letters, thank you letters and invitations in a format appropriate to an intended audience and purpose.</p>
<u>Listening and Speaking</u>	
	<p>Listen</p> <ul style="list-style-type: none"> ▪ for enjoyment, ▪ for information, ▪ for directions, ▪ to identify tone, mood and emotion of verbal and nonverbal communication.
	<p>Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).</p>
	<p>In discussions and presentations,</p> <ul style="list-style-type: none"> ▪ present ideas in a logical sequence, ▪ identify and apply appropriate speaking techniques such as volume control, pace and eye contact.

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	Give clear and concise three- and four-step oral directions to complete a task.
<u>Information Literacy</u>	
	Formulate and research keywords and questions to establish a focus and purpose for inquiry.
	Locate and use various resources to find information on keywords and questions.
	Identify relevant information and record main ideas and important details in own words.
	Informally give credit for others' ideas, images and information found in various resources.
	Identify and explain intended messages conveyed through oral and visual media.