

# Fourth Grade English Standards

## Literature

Standard	Term			
	1st	2nd	3rd	4th
<b><i>Read / understand literature representative of various societies, eras &amp; ideas.</i></b>				
1. Read a wide range of fiction.				
2. Identify literary elements and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.				
3. Make inferences about character traits and check text for verification.				
4. Analyze the use of unfamiliar vocabulary.				
5. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.				
6. Identify features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).				
7. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).				
8. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).				
9. Compare ideas from texts representing a variety of times and cultures.				
10. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).				
11. Support plausible interpretations with evidence from the text.				
12. Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.				
13. Identify and explain themes that have been explored in literature from different societies and eras.				
14. Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.				

## Reading

	Term			
	1st	2nd	3rd	4th
<b>A. Apply word analysis and vocabulary skills to comprehend selections.</b>				
1. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.				
2. Use synonyms and antonyms to define words.				
3. Determine the meaning of a word in context when the word has multiple meanings.				
4. Recognize literary devices (e.g., figurative language, description, dialogue) in text.				
5. Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.				
<b>B. Apply reading strategies to improve understanding and fluency.</b>				
1. Use self-questioning and teacher questioning to promote active reading.				
2. Infer before, during, and after reading.				
3. Identify author's ideas and purposes.				
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.				
5. Identify main plot elements, conflicts, and themes in a variety of texts.				
6. Identify explicit and implicit main ideas.				
7. Differentiate between fact and opinion.				
8. Infer cause/effect relationships in expository text.				
9. Paraphrase/summarize information in a text.				

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10. Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.				
11. Critique text using personal reflections and responses.				
12. Generalize meanings from figurative language.				
13. Read age-appropriate material aloud with fluency and accuracy.				
14. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).				
15. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding				
16. Read aloud fluently (with expression, accuracy, and appropriate speed).				
17. Select and read books for recreation				
<b>C. Students who meet the standard can comprehend a broad range of reading materials.</b>				
1. Use evidence in text to respond to open-ended questions.				
2. Use evidence in text to generate and confirm or reject hypotheses.				
3. Make generalizations based on relevant information from expository text.				
4. Recognize main ideas and secondary ideas in expository text.				
5. Recognize similarities and differences when presented with varying styles or points of view.				
6. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.				
7. Develop familiarity with available electronic literary forms (e.g., interactive web sites, interactive software, electronic mail).				
8. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.				
9. Synthesize key points (ideas) and supporting details to form conclusions.				
10. Interpret imagery and figurative language (e.g., metaphor, simile, exaggeration, personification).				
11. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.				

## Language Arts

	Term			
	1st	2nd	3rd	4th
<b>Conventions.</b>				
1. <i>Student uses correct grammar (nouns, pronouns, adjectives, adverbs, articles, conjunctions, interjections, prepositions, and verbs)</i>				
a. Uses simple present, past, and future tense – action verbs				
b. Uses simple present, past, future tense – state of being verbs				
c. Correct use of personal pronouns and possessive adjectives.				
d. Correctly use past tense of 'to be' and other irregular verbs				
e. Correctly uses sensory adjectives telling 'what kind', 'how many', and 'which one'.				
f. Correctly uses contractions of personal pronouns - helping verbs (we're), and negative contractions of helping verbs and negative (we aren't).				
g. Correctly uses age-appropriate prepositions of place and location and of time.				
h. Correctly uses the comparative and superlative form of one- and two-syllable adjectives.				
2. Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure and spelling patterns.				
3. Uses correct punctuation (quotation marks, commas in a series, commas in a dialogue,				

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parentheses and periods, exclamation points, question marks, apostrophes in contractions, colons, semi-colons, hyphens).				
4. Uses correct capitalization for proper nouns (months, days of the week, people, titles of people, books and movies, pronoun I, people's initials, acronyms, languages, nationalities, names of rivers, mountains, and oceans, names of historic periods, names of special events, names of holidays.)				
<b>Sentences</b>				
1. Write a Topic Sentence at the beginning of a paragraph to establish content, purpose, and intent of a written assignment.				
2. Write paragraphs that include supporting facts and details and elaborate on the topic sentence.				
3. Write simple and compound sentences and begin to use subordination clauses in relation to time (when) and reason (why).				
4. Write simple and compound sentences joined by conjunctions and, or, but.				
5. Write simple and compound sentences where simple and compound subjects agree with simple and subject predicates.				
6. Combine compound sentences, subjects and predicates with conjunctions, complex sentences and dependent and independent clauses for the purpose of creating rich text displaying sentence variety.				
7. Master subject-verb agreement in sentences to an appropriate degree for grade.				
8. Learn comparative and superlative form of adjectives and adverbs in sentences.				
9. Integrate prepositional and participial phrases into written sentences.				

## Research

<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>				
Formulate questions and construct a basic research plan.}				
1. Generate questions of interest and narrow the focus of research				
2. Gather information based on a hypothesis (e.g., note taking). <ul style="list-style-type: none"> <li>Identify and use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).</li> <li>Recognize criteria for determining credible sources.</li> <li>Determine appropriate resources.</li> </ul>				
3. Compare (with limited support) information from a variety of sources.				
4. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).				

## Communication Skills

Standard	Term			
	1st	2nd	3rd	4th
<b>Speaking</b>				
1. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.				
2. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.				
3. Use language that is clear, audible, and appropriate.				
4. Use appropriate grammar, word choice, and pacing.				
5. Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).				
6. Use notes and outlines.				

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7. Prepare and practice the presentation to fit within a given time limit.				
8. Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).				
9. Identify and use discussion techniques to arrive at a consensus of opinion.				
10. Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.				
11. Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).				
12. Retell stories, ordering events using story language, and time and order words.				
13. Tell real and imagined stories using the convention of familiar story language.				
14. Use clear and specific vocabulary to communicate ideas and offer descriptions containing sensory details.				
15. Retell, paraphrase, and explain age-appropriate information that has been said by a speaker.				
16. Make use of age-appropriate writing process familiar planning and editing stages to prepare for oral reports and presentations.				
17. Plan and obtain props, imagery, and visual aids that enrich oral presentations and reports.				
18. Relate ideas, observations, or recollections of an event or experience				
19. Provide insight into why the selected event or experience is memorable.				
<b><i>Listening and responding</i></b>				
1. Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.				
2. Restate and carry out a variety of oral instructions.				
<b><i>Group discussions and interaction</i></b>				
1. Take turns to speak, listen to each other's suggestions and talk about what they are going to do.				
2. Ask and answer questions, make relevant contributions, offer suggestions and take turns.				

\* Note: Standards shaded across all 4 terms indicate an ongoing skill developed throughout the school-year.